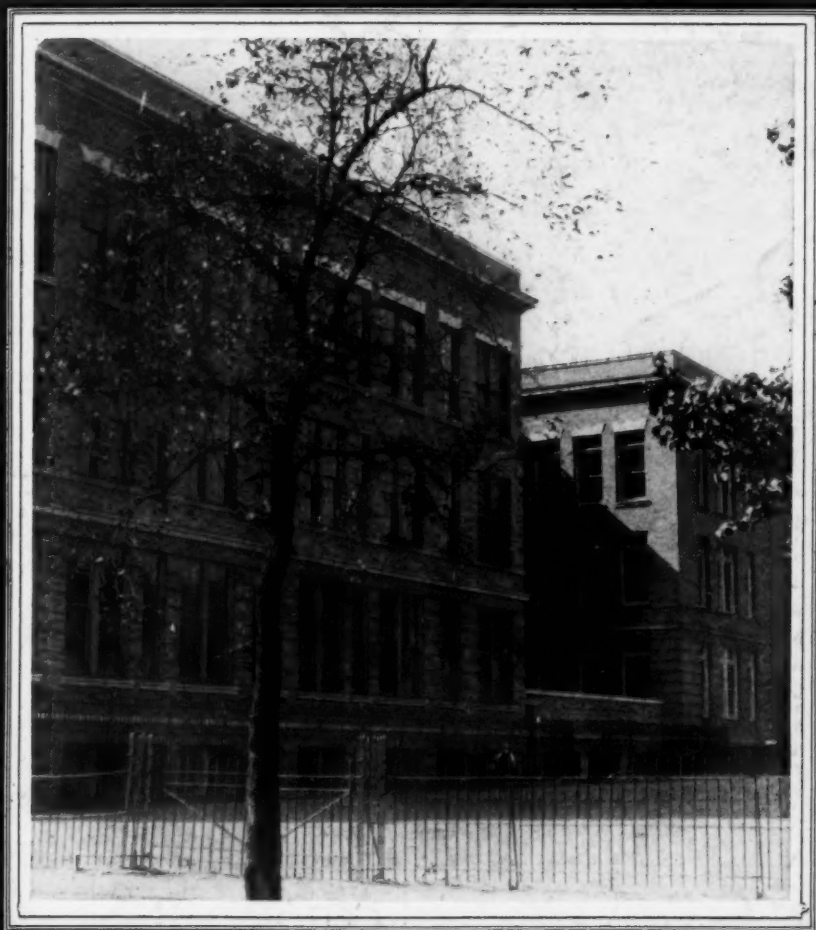


The NATION'S SCHOOLS

DEVOTED TO THE APPLICATION OF
RESEARCH TO THE BUILDING, EQUIPMENT
AND ADMINISTRATION OF SCHOOLS

VOL. IV
No. 1

JULY
1929



Published by THE NATION'S SCHOOLS PUBLISHING Co., Chicago

U.S. PATENT OFFICE
REGISTERED DESIGN



THE UNIT

THE LIGHTING RESULT

PLANNED
LIGHTING

WITH HOLOPHANE SPECIFICS

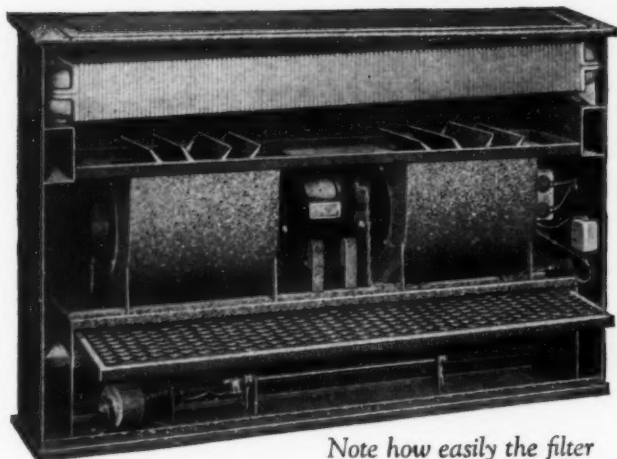
FOR GYMNASIUMS
WRITE FOR BOOKLET NO. 11

HOLOPHANE CO., Inc.

342 MADISON AVE., NEW YORK CITY

SAN FRANCISCO CHICAGO MILWAUKEE TORONTO

Announcing the New "900" Series **BUCKEYE** Heatavent



Note how easily the filter
may be removed for cleaning

THE 900 Series Buckeye Heatavent represents a distinct achievement in the field of unit heater and ventilator engineering.

Aisle projection has been reduced to nine and one-half inches. The unit is only thirty-four inches high which allows installation under practically all windows without obstructing the light.

This unit has the capacity to perform its full heating duty, in severe sub-zero weather, and yet not overheat in mild weather.

It is equipped with the Buckeye Sectional Copper Tube Radiator, which is not harmed by repeated freezing.

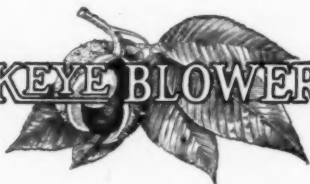
In conjunction with any approved standard temperature control system, the 900 Series Unit cannot freeze. A stat located in the Unit acting independently of the room thermostat protects the radiator against freezing by allowing the necessary amount of steam into the radiator intermittently, at intervals determined by the outlet temperature of the unit itself, even though the room is up to the desired temperature and the room thermostat therefore, having closed the steam supply valves.

Even though the steam supply should for any reason fail and the radiator freeze, you have the assurance that freezing does not harm the Buckeye Sectional Copper Tube Radiator.



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BULLETIN 124**

Describing the "900" Series Unit

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8	9	10	11	12	13	14
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29	30	31				



Summer

from January to December..

Unit Heater-Ventilators keep classrooms comfortably heated regardless of the weather...

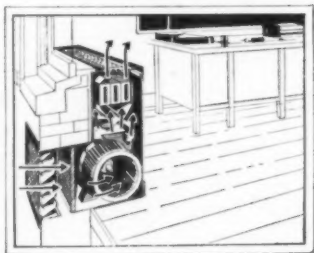
A classroom must be healthy to be comfortable. Pure air is necessary to health. A Sturtevant Unit Heater-Ventilator provides pure air comfortably tempered . . . evenly tempered . . . regardless of the month and the weather report! Windows need never be opened!

Summer sweetness and warmth can be brought into your classrooms in December.

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SUPPLIES OUTDOOR AIR ~ FILTERED CLEAN ~ AND TEMPERED

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July, 1929

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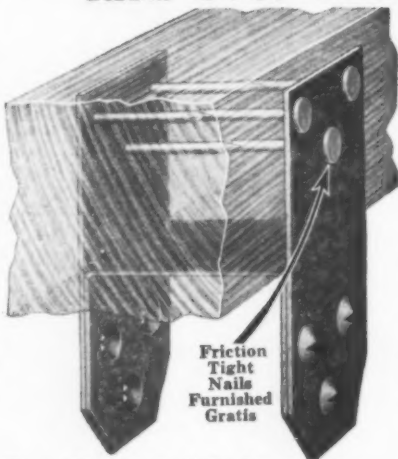
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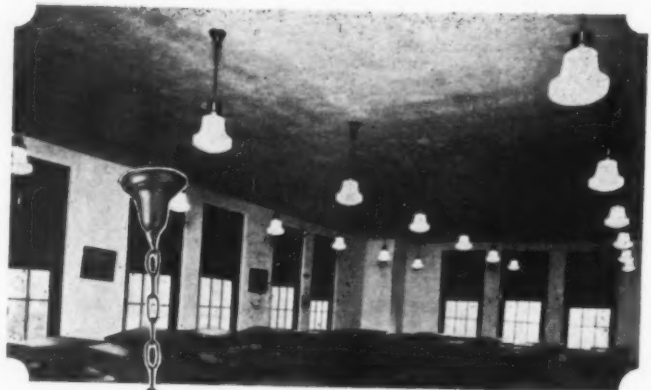


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CLASSROOMS need light of a quality that aids vision—not impairs it. But, it is the general impression that the cost of proper illumination is prohibitive. Education at the cost of poor vision is much more costly. **KAYLINE UNITS** solve the lighting problem and assure the highest efficiency in classroom illumination. Investigate them!

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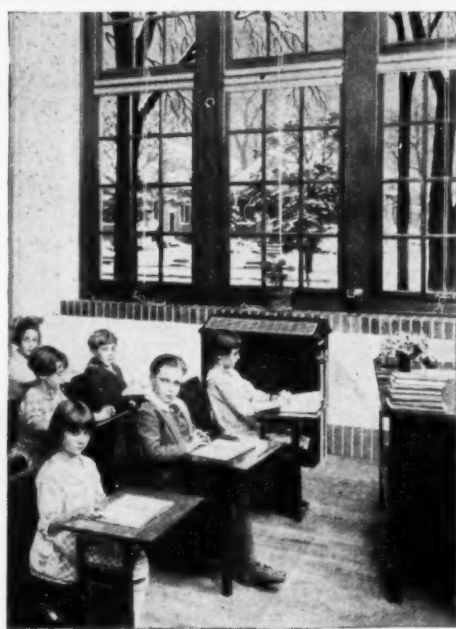
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THE Univent, itself, is a complete individual ventilating machine, for drawing fresh air directly from out-of-doors—cleaning it—warming it to a comfortable temperature—and silently delivering it in such a manner that there is an agreeable air motion—but without drafts.

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THIS MONTH

The importance of understanding the relationship between pupil personnel and teacher personnel is emphasized by Mr. Chase in the leading article this month.

The last half of Mr. Ayer's study of computations of teaching loads, as outlined by a number of educational institutions, is found on page 26.

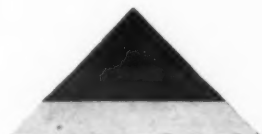
How various schools assist pupils in finding work is described by Mr. Kitson on page 31. Much information of interest and value will be found in Mr. Thiel's article, page 36, in which he views school health measures from a legal standpoint.

What is being done in the construction of school administration buildings is described on page 49.



One of four Bradley Washfountains in Industrial School for Crippled and Deformed Children, Boston, Mass.

Plenty of Room to Wash At a Saving in Washroom Space!



A few of the Schools and Institutions equipped with BRADLEY

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Junior High Schools
Montgomery, Ala.
Hartford Trade School
Hartford, Conn.
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EVERYONE has plenty of room to wash in the generous bowl of a Bradley Washfountain. The compact, circular design saves floor space yet allows more children to wash at once—with less crowding—with less confusion. Many schools find Bradleys answer the problem of washroom enlargement made necessary by increased enrollment.

Bradley Washfountains save water as well as washroom space. Ten children at a Bradley Washfountain use no more water than one at a faucet. Many schools find water savings are often as high as 90% after Bradleys are installed.

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Bradley Washfountains, furnished in several colors, make any washroom—new or old—more cheerful and attractive. There are a variety of types and sizes of Bradleys to meet any group washing and plumbing requirement. A Bradley representative will call and help plan your washroom layout.

BRADLEY WASHFOUNTAIN COMPANY

2207 Michigan Street

Milwaukee, Wisconsin

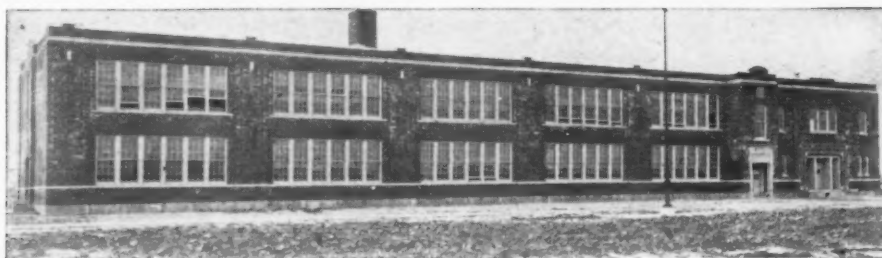
BRADLEY WASHFOUNTAINS



Write for "Modern Washroom Requirements"

A summary of the progress of modern washroom development with a description of all types of Bradleys, installation views and typical layouts are included in the new catalog No. 1028.





And in Norfolk, Virginia they choose Miller Wardrobes

HERE'S the new LaFayette School, Norfolk, designed by Peebles & Ferguson. Miller School Wardrobes were specified by the architects and installed by R. R. Richardson & Co., general contractors. Thus in Norfolk, school authorities endorse the Miller—the wardrobe with the multiple operation and single control. The master door of the Miller School Wardrobe opens and closes *all* the doors. One lock on the master door locks or unlocks *all* the doors. The teacher controls the wardrobe because she holds the key to the master door. While assuring perfect ventilation for the schoolroom, the Miller Wardrobe also protects the pupils' clothing, prevents petty pilfering and supplies added blackboard space. Write for Catalog W-7.

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*Single
Spindle
Boring
Machine*

Schools Install U-21 because of its Advantages

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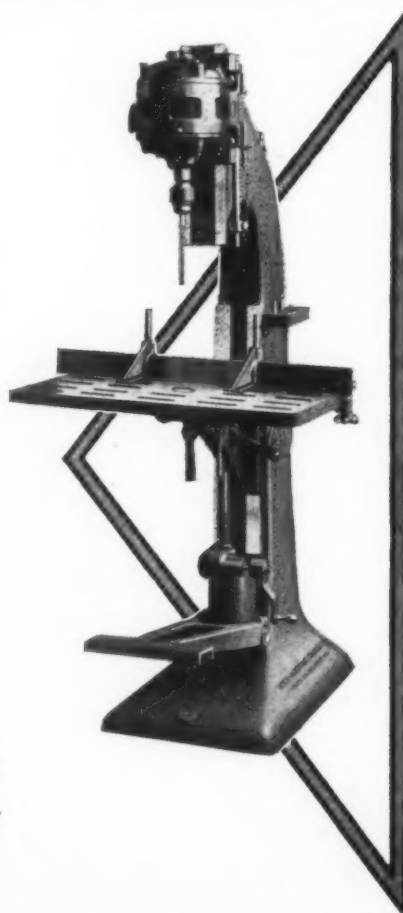
A vertical ball bearing motor drives the bit; exclusive design allows table to be tilted universally right or left and to the front 90 degrees for edge boring; stock holddowns are adjustable from the table surface up and the fence is universally adjustable. It will handle with enduring ease, all the work that will ever be required of it. Ask for the bulletin illustrating this machine and describing it in detail.

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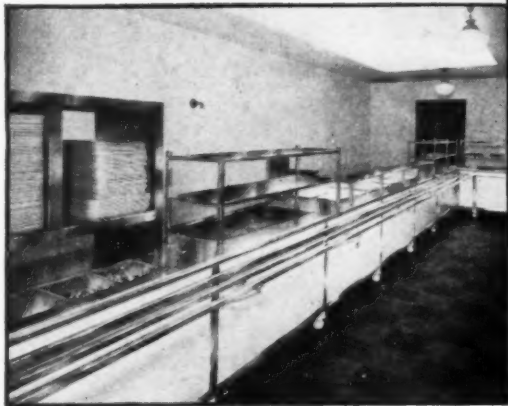
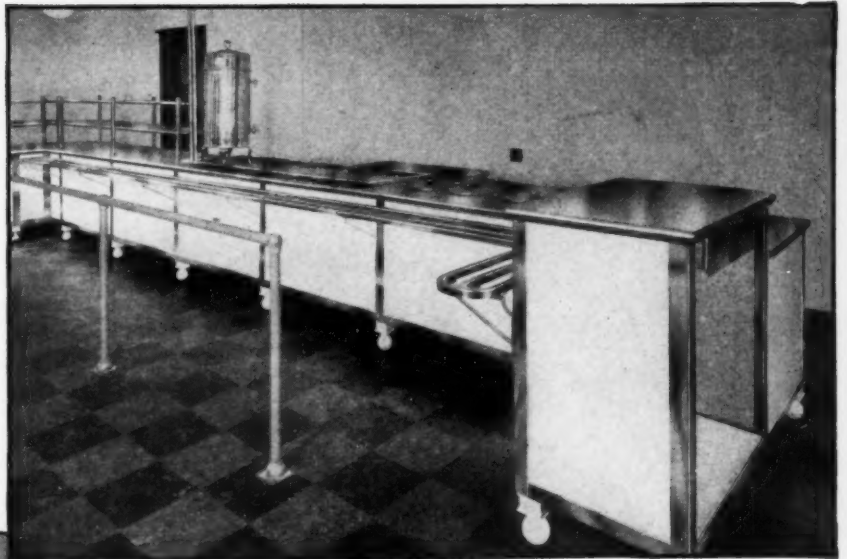
Beloit

Wisconsin



Right: Cafeteria of Providence High School, Chicago. Monel Metal counter, check desk, ice cream cabinet and cafeteria rail manufactured and installed by DUPARQUET, HUOT & MONEUSE CO., Chicago.

Below: Monel Metal cafeteria counter and rail, silver containers, tray racks, steam table and sink in Providence High School, Chicago.



MONEL METAL FOOD SERVICE EQUIPMENT

for another modern school installation

Since the new Providence High School, Chicago, is distinguished by excellence of design and completeness of appointments, it is natural that Monel Metal equipment should be chosen for its modern cafeteria.

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for its permanence and serviceability—it lasts through years of hard use.

Monel Metal food service equipment is available through your regular manufacturer. He will gladly discuss with you the many advantages of Monel Metal, or you are invited to write direct for further information.

Providence High School,
Monroe St. and Central
Park Avenue, Chicago.



Monel Metal is a technically controlled Nickel-Copper alloy of high Nickel content. It is mined, smelted, refined, rolled, and marketed solely by The International Nickel Company, Inc. The name "Monel Metal" is a registered trade mark.



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STEWART HARTSHORN COMPANY
250 Fifth Avenue, New York City

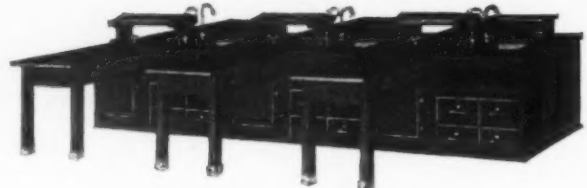
Hartshorn
Est. 1860
SHADE ROLLERS and
WINDOW SHADE CLOTH



STANDARD THE WORLD OVER

Increase Student Capacity of Your Present Buildings

Use Laboratory Every Period of School Day



Science Desk No. D-503

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Kewaunee **Lincoln Science Desks** **Have All These Advantages**

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Oakite Service Men, cleaning specialists, are located in the leading industrial centers of U. S. and Canada

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Industrial Cleaning Materials and Method



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Please send me complete
information concerning Wei-
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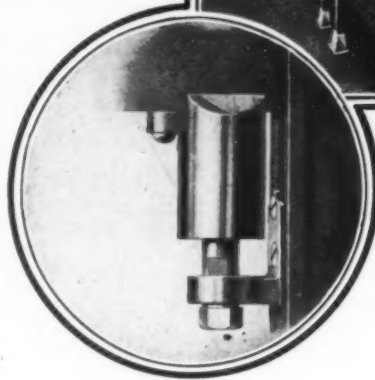
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Point 4—A ball bearing gravity hinge that closes door. Will not get sluggish in action and won't wear out. Needs lubrication only once in several years.



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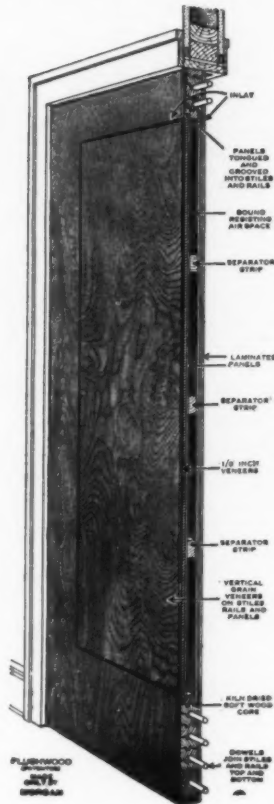
Complete details will be found in SWEET'S CATALOGUE, pages B2106 to 2115

The Hart & Hutchinson Co.
NEW BRITAIN, CONN.

Agents in Principal Cities



Veneer-Steel Partitions



Features of Construction

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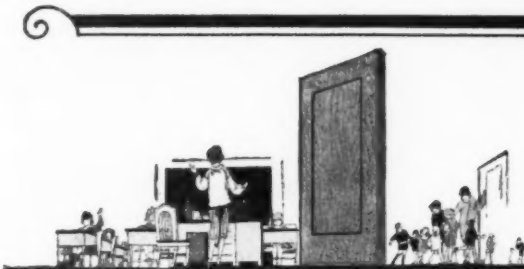
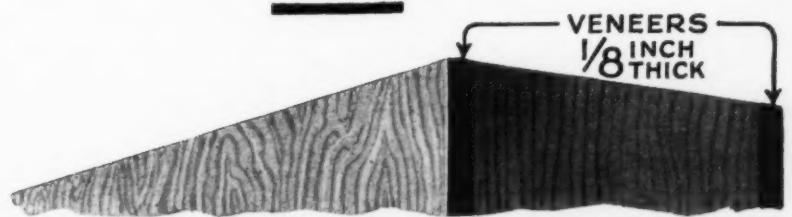
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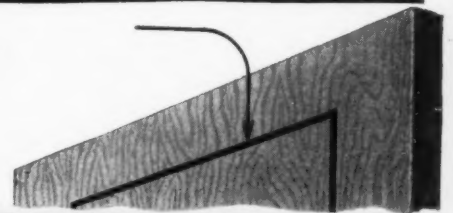


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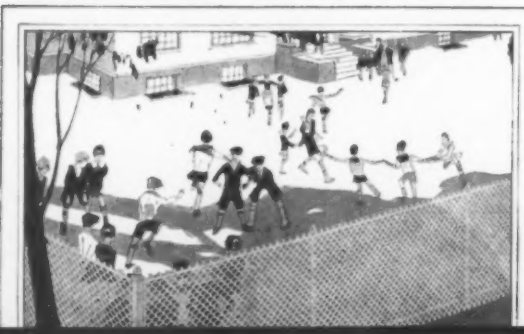
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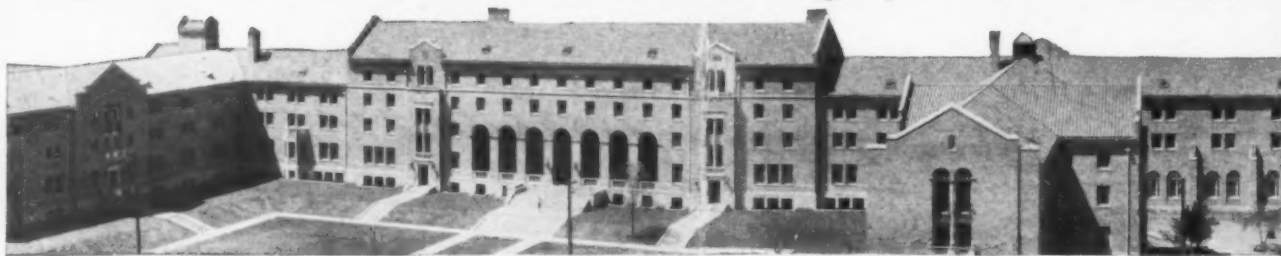
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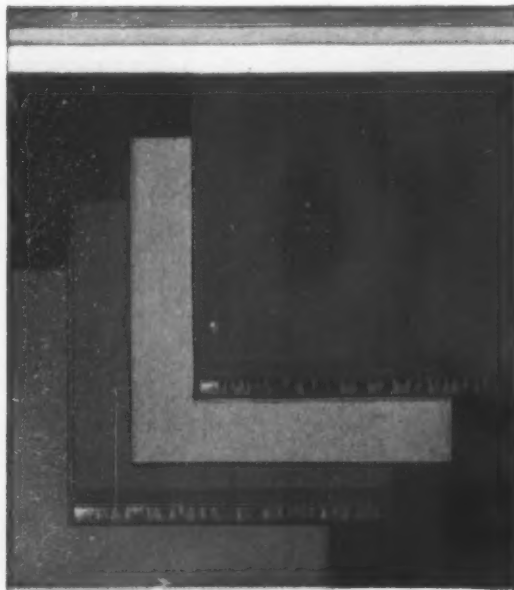
*[Write direct to the mills for
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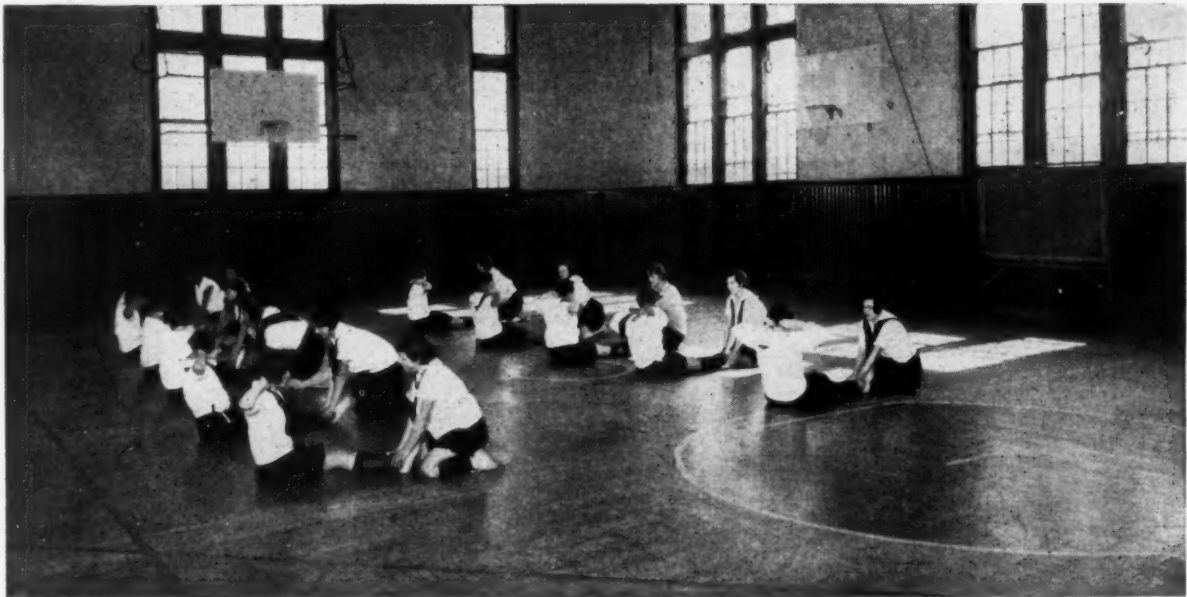


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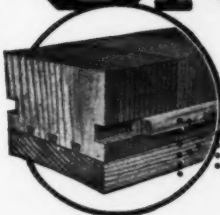
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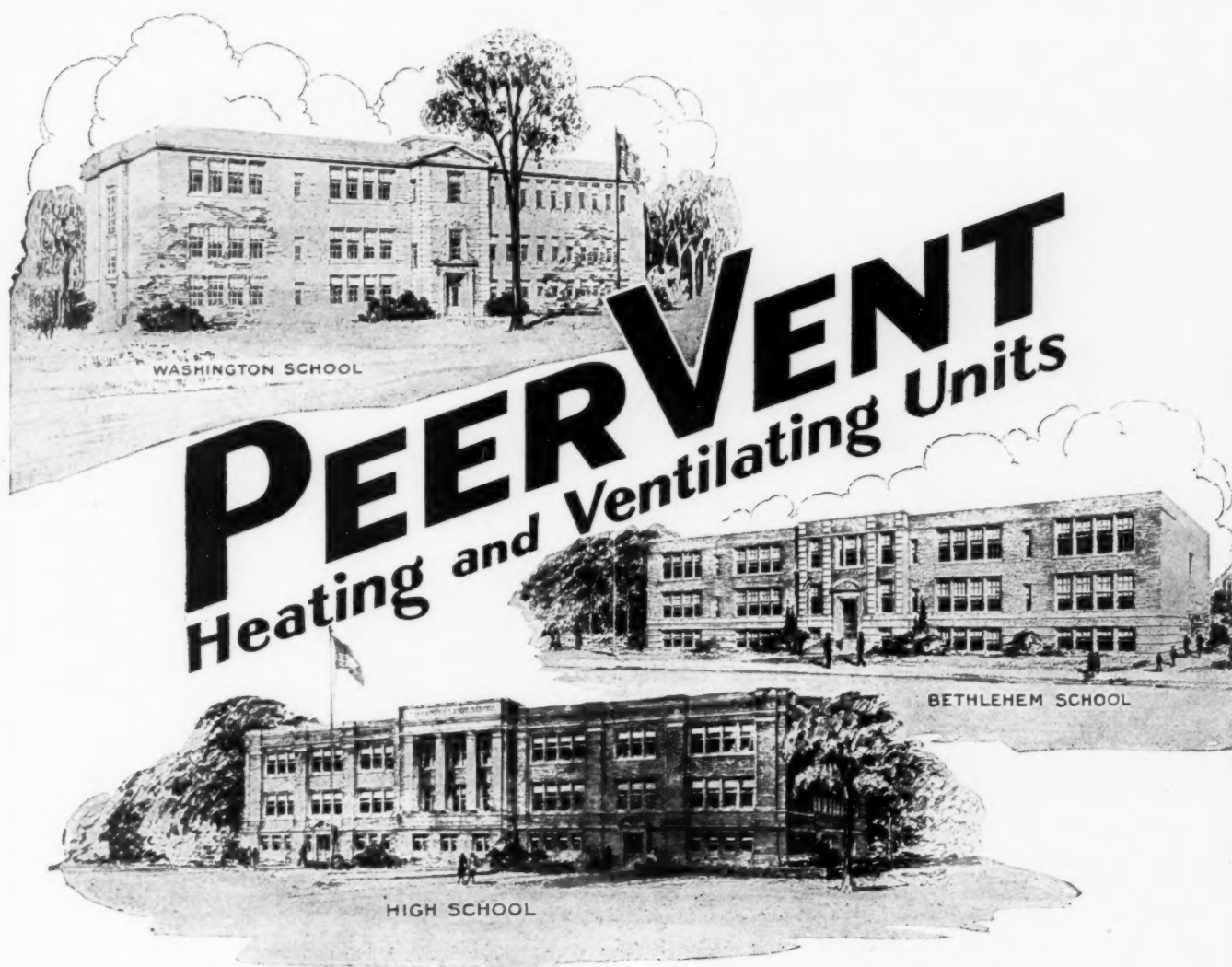
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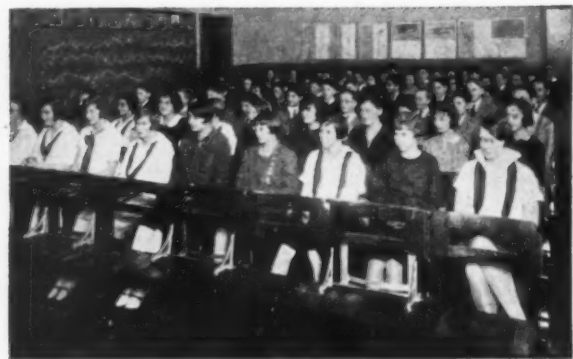
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The NATION'S SCHOOLS

DEVOTED TO THE APPLICATION OF RESEARCH TO
THE BUILDING, EQUIPMENT AND ADMINISTRATION OF SCHOOLS

VOLUME IV

JULY, 1929

NUMBER 1

Face to Face With the Personnel

*A consideration of the importance of finding and using facts
in initiating and completing changes considered desirable
for increasing the efficiency of school administration*

BY VERNON E. CHASE, DIRECTOR, BUREAU OF RESEARCH AND STATISTICS, FORDSON PUBLIC SCHOOLS, FORDSON, MICH.

AS NOW constituted the personnel of the school consists of two principal groups. One we commonly think of as being composed of those who desire, or whom society desires, to change or adjust themselves in various ways through what is called the educative process, so that they may live more happily, more completely and more effectively in relation with others. The other group is composed of those whose duty and responsibility it is to determine what changes are most to be desired in the educative process and to initiate and control the means by which such changes are to be effected. The first group we call the pupil personnel and the second the teaching personnel.

The capacity of the teaching personnel to initiate and complete to a measurable degree desirable changes in the pupil personnel might be regarded as a measure of the efficiency of school administration, and the changes actually effected as the product of the school.

The administrator who is not aware of the efficiency of his plant or who has not formed the habit of coming face to face with personnel facts that affect the efficiency of his plant is in somewhat the same predicament as the driver of an automobile who does not sense the power and capacity of his motor. He may undertake short but difficult cuts to desirable goals only to become hopelessly stalled; he may race the motor needlessly in the attainment of secondary or incidental goals, or he may idle along utilizing but a small

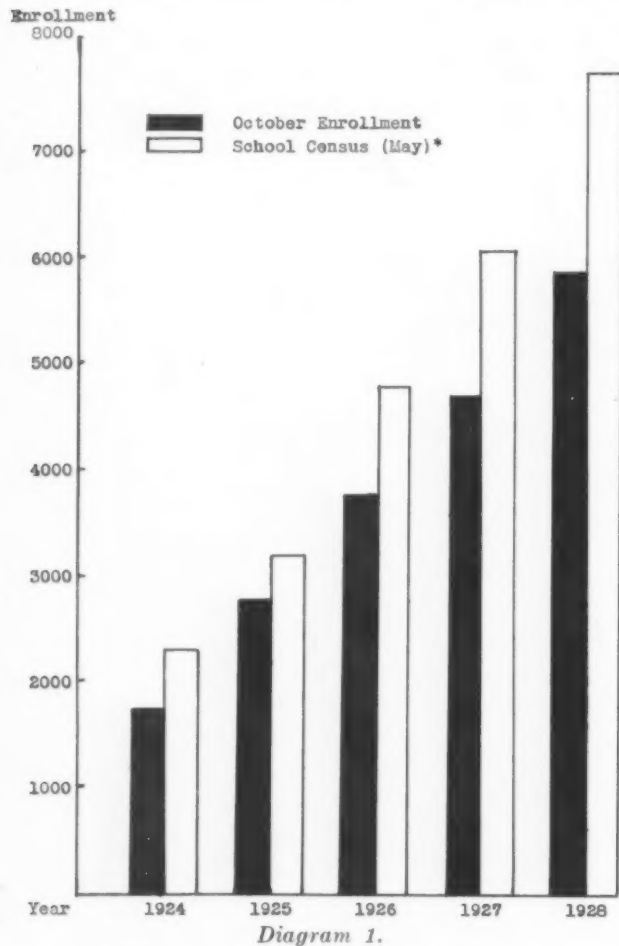
portion of the power his machine possesses for doing useful work.

Illustrations are not difficult to find. For example, it may reasonably be maintained that the quickest and best way to determine the material and methods best suited for teaching arithmetic to a particular group in a given school system is continuous systematic scientific research. Yet an attempt to employ the research method with a group of teachers before they have been trained and prepared for this type of procedure might easily result in complications and a virtual stalling of the educational machinery at this point. Again, failure to maintain proper records and a systematic, economical means of utilizing recorded information sometimes results in a demand for special reports and hurry-up calls which needlessly race and disturb the proper functioning of the organization. Or, again, when a desire for publicity and the spectacular overshadows the prosaic but highly essential business of teaching fundamentals and strengthening the homely virtues that develop character, it is time to look about and determine whether we are permitting the educational machine to idle just a bit.

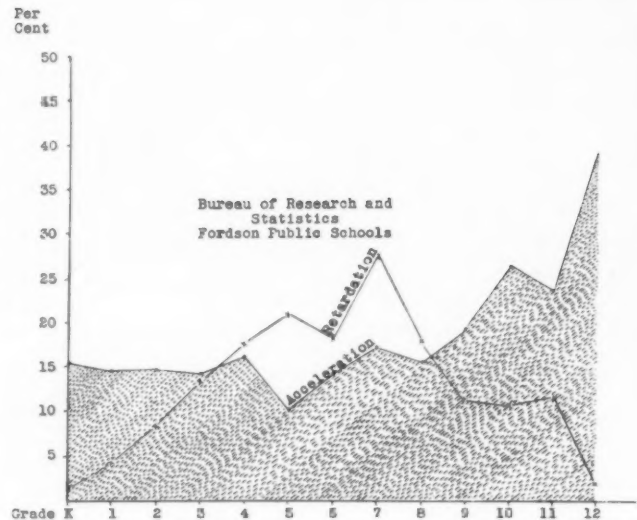
In short, effective pupil adjustments are predicated upon the effectiveness with which teacher adjustments are made. Moreover such adjustments involve frequent changes because the pupil group is changing constantly. One of the important functions of the administrator therefore is to regulate the rate and direction in which these

changes take place. To do this he must have ample information regarding both the pupil and the teaching personnel.

In the case of the pupils, who come to the schools largely unselected, he needs to know the annual and in some cases the monthly rate of increase; age, grade and progress facts; the results of achievement tests, mental tests and physical examinations. In the case of the teaching personnel which, unlike the pupil personnel, is composed of selected individuals and is therefore sub-



ject to a higher degree of control in its composition, he needs to know facts regarding growth in number, distribution of teachers by function or department, distribution by salaries, by training and by experience. He needs to know the facts regarding his teaching staff upon questions of common public interest, such as the marital status of his teachers, the number of home teachers and the number living outside the school district. He needs to know to what extent and how, training experience and other assumed standards of selection and promotion of teachers are actually operating to affect the ultimate product of the schools, and he needs to know whether his teachers are properly placed with respect to their preparation and their own desires. Such information is most

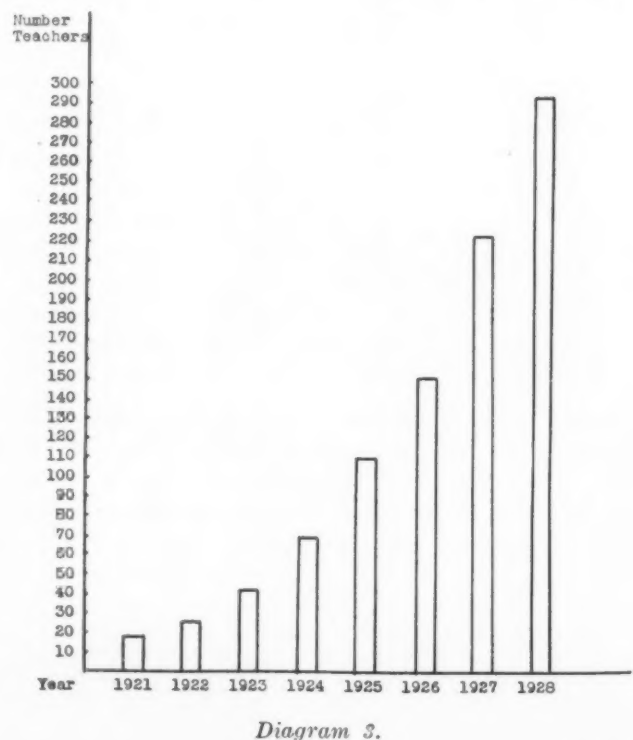


useful when reduced to simple graphic form so that significant relations can be seen.

It is the purpose of this article to illustrate some of the types of organized information that have been found helpful in dealing with the personnel problems in Fordson.

Actual increases in the number of pupils attending school and the rate of increase are watched constantly, as such increases must be met by additions to the teaching staff and at times by changes in the scheme of administration.

Diagram 1 shows the annual increase in the October enrollment of the Fordson Public Schools since 1924 and also the corresponding increase in the school census. Such a diagram reveals facts



of value to the administrator. It shows for instance that the actual annual increase has been fairly constant, averaging 1,020 per year, for which it has been necessary annually to provide additional facilities and teachers. It shows that the school census figures are mounting more rapidly than the school enrollment. This fact was of sufficient interest to be made the subject of additional investigation, the results of which have proved valuable in evaluating past procedures and proposed future policies.

Diagram 2 is taken from the age, grade and progress report of the Fordson Schools and illustrates the extent to which retardation and acceleration prevail in the various grades. Various pupil group profiles of this character aid greatly in effecting a material and measurable improvement in the placement of pupils. They have been found particularly helpful in attacking the prob-

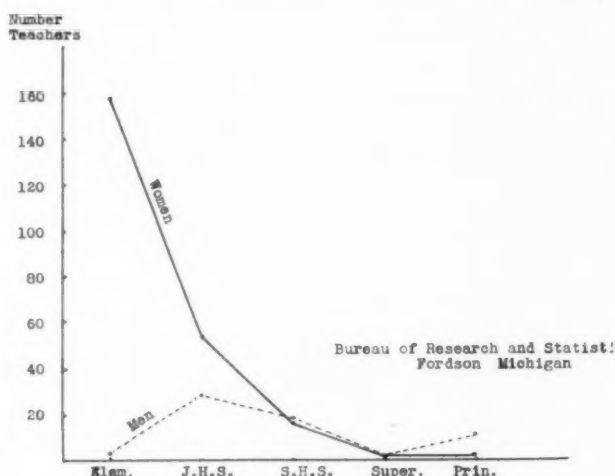


Diagram 4.

lem of retardation in our schools. In addition a continuous testing program is carried on by the Bureau of Research which serves to reveal unusual tendencies or conditions in the operation of the instructional processes and to point to needed modifications or changes in material or methods.

For reasons indicated above it has been found

Diagram 6, at the right, shows how teachers distribute by departments according to the number of years' training they have had above high school.

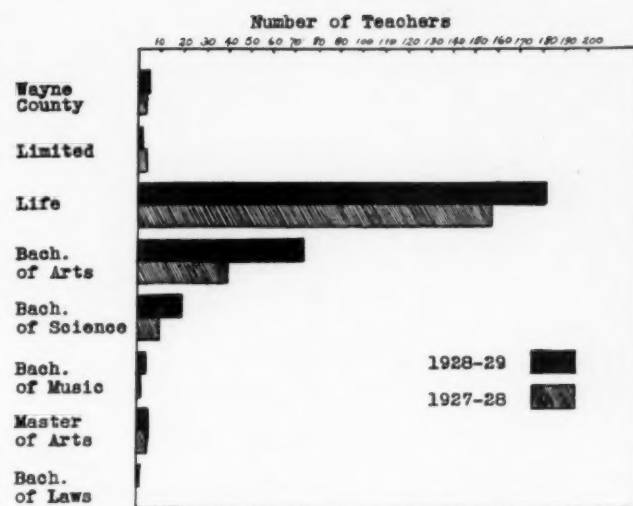
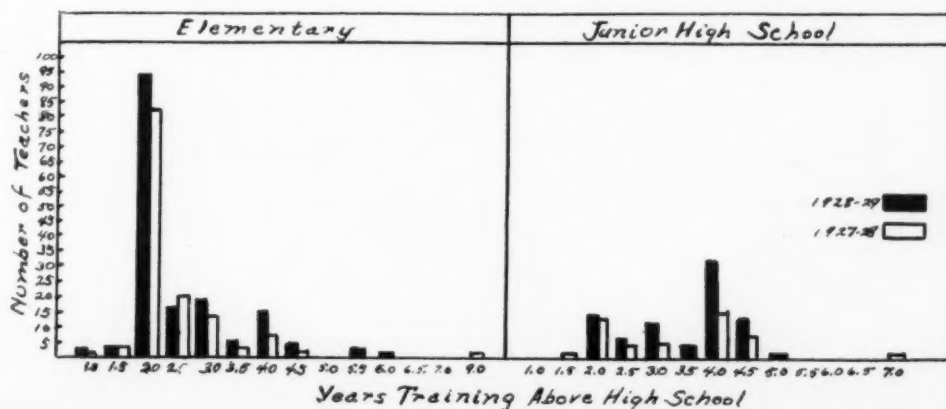


Diagram 5.

profitable to parallel the study of pupil group with an examination of facts relating to the teaching personnel.

Diagram 3 shows the increase in the teaching staff of Fordson since 1924. It will be seen that the annual increase of the teaching staff, including principals and supervisors, since 1924 has averaged 55.76, a ratio of 1:18.3 with the pupil increase. This is somewhat lower than the average teaching load but it has been found desirable to maintain a margin of safety here in order to take care of sudden or unexpected influxes of pupils.

Women Teachers Predominate

Diagram 4 shows the proportion of men to women in various divisions of the instructional staff. It will be noticed that women predominate as would be expected in the elementary schools, there being three men teachers and 148 women teachers here. The greatest number of men are to be found in the junior high school and the greatest percentage exclusive of principals in the senior high school where more than half the teachers are men.

The number of men teachers has increased

from 20.2 per cent to 20.8 per cent during the past year. Larger salaries, the rapid growth of the city ensuring many and varied opportunities for professional and financial advancement, and a conscious policy of increasing the ratio of men to women teachers particularly in high schools, account for the increasing proportion of men teachers.

Married teachers have decreased from 39.6 per cent to 34.2 per cent during the year, indicating a growing local tendency to appoint single teachers in preference to married ones.

Limited Certificates Decreasing

The distribution of teachers according to the type of certificate or diploma held appears in Diagram 5. It will be noted that the number teaching on a limited certificate is declining while those holding a bachelor's degree or its equivalent are being favored in increasing numbers by appointment to teaching positions. A general tendency to raise eligibility standards for teachers is thus evident from an examination of this diagram and the data from which it is constructed.

The analysis of training is carried further in Diagram 6 which shows how teachers distribute by departments according to the number of years'

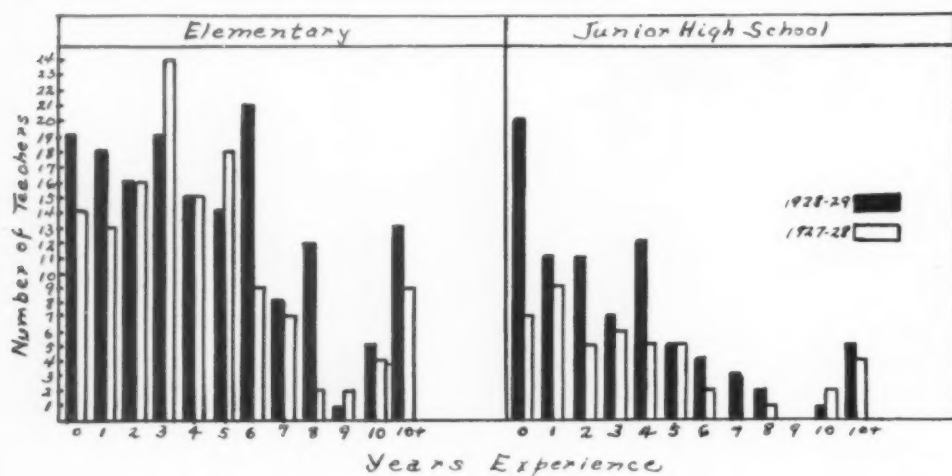
training they have had above high school. The extent to which the instructional staff has been influenced during the past year through the addition of better trained teachers, training in service, extension courses and Saturday courses, is disclosed by comparing the outlined bars with the solid bars in this diagram.

Similar facts with reference to experience are shown in the same manner in Diagram 7.

It is ordinarily expected that as competency increases compensation also will increase. This desired relation between competency as measured by training and experience, and compensation as measured by salaries is presumably governed in part at least by the salary schedule.

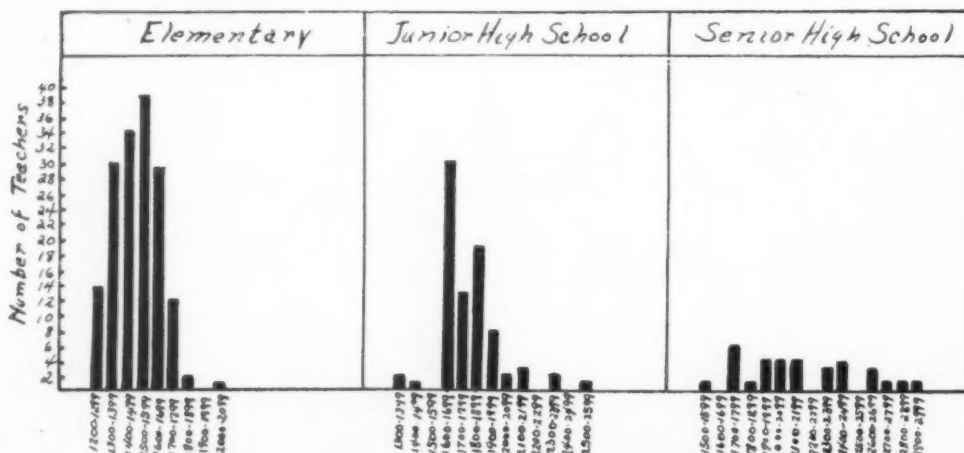
Once a salary schedule is adopted the effectiveness and spirit with which it is actually applied have much to do with the morale, confidence and efficiency of the personnel. The degree to which a salary schedule is functioning may and should be measured periodically.

Diagram 8 shows the actual distribution of salaries by departments and the range of salaries in each department. By making a distribution in the median salary interval, dispersion according to training or other salary determinants may be observed. Diagram 9 illustrates such a distribu-



Additional facts with reference to distribution of teachers according to time of training are presented in Diagram 7.

Diagram 8, at the right, shows the actual distribution of salaries by departments and the range of salaries in each department.



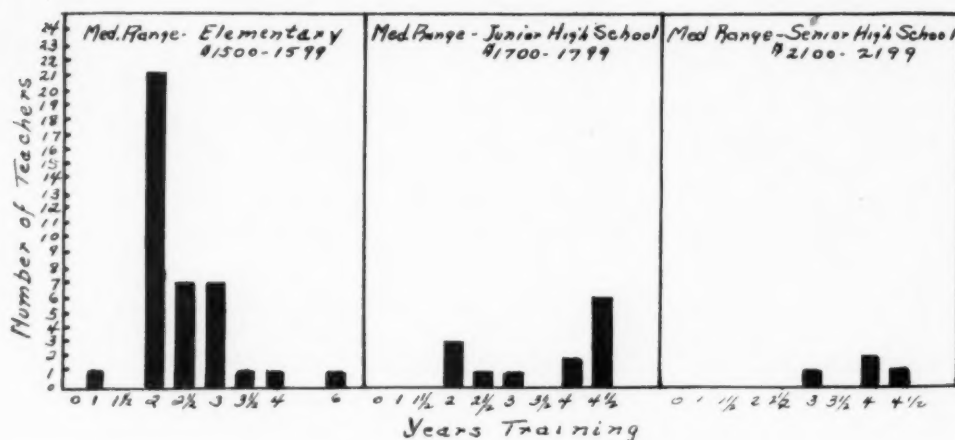
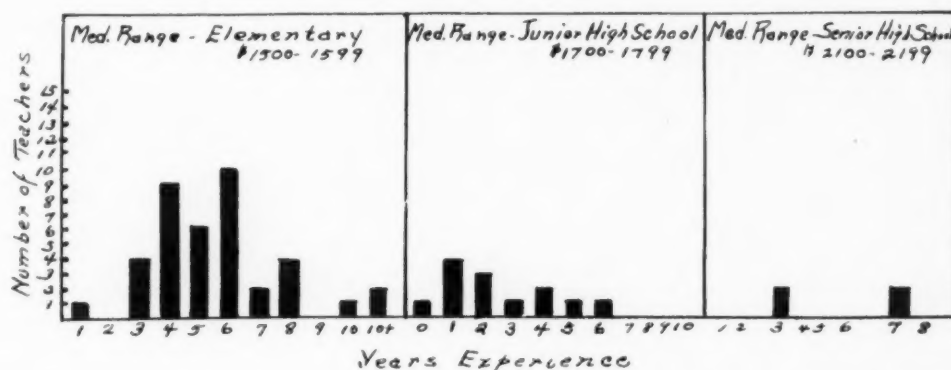


Diagram 9, at the left, illustrates the distribution of salaries in the various departments according to the number of years of training.

The dispersion of teachers in the median salary range according to the experience determinant is indicated in Diagram 10, at the right.



tion for training. It is read as follows: 1 teacher with one year, 21 with 2 years, 7 with 2 1/2 years, 7 with 3 years, 1 with 3 1/2 years and 1 with 4 years' training are all receiving the median salary in the elementary grades. Now if training were the only criterion for determining salaries all teachers drawing the median salary would of course also fall in the median training group. Since we find from Diagram 9 that this is not true we know that there are other criteria and it is important not only to identify them but to measure their relative influence.

Experience Carries Great Credit

Diagram 10, for example, shows the dispersion of teachers in the median salary range according to the experience determinant. A computation of the correlations between these two determinants and salaries gives a coefficient of .346 for training and salaries and .553 for experience and salaries, thus indicating that in actual practice experience is carrying more weight than training. When such facts are considered in connection with the policies the administration desires to carry out, their value is obvious. If, for instance, it is desired to give training equal weight with experience in determining salaries, appointments and promotions, it is at once apparent that the scheme for rating teachers must be examined and changed so as to secure the desired additional emphasis upon training.

These and similar attempts to employ facts in the construction and evaluation of personnel policies have been found valuable as a means of control in a city whose rapid rate of growth and development renders such control especially necessary.

A generous sympathetic interest in the problems, needs and make-up of the personnel seems desirable always but only by coming face to face with facts and with organized information regarding the personnel can we occupy the best position for dealing adequately and intelligently with these problems and hence utilize the educational machinery with increasing efficiency and profit.

Boston Approves Preventive Education

Preventive education is Boston's idea of allaying the evil tendencies of the restlessness of boys and girls of fourteen years old and upward, according to the *Journal of Education*.

By preventive education is meant the part-time every other week industrial and high-school plan, where a week of learning alternates with a week of earning. This combination of intellectual and hand activity is proving effective in promoting worth while achievement, according to those directing the program.

Computing and Adjusting the University Teaching Load

Instructional activity, official duties and general professional service combine to make up the teaching load which is usually graded according to the rank of the faculty member

BY FRED C. AYER, PROFESSOR OF EDUCATIONAL ADMINISTRATION, UNIVERSITY OF TEXAS

THE first part of this study which appeared in the June issue was devoted to a consideration of the administrative importance of the teaching load and an analysis of its present status. In presenting the various tables relating to the size of the teaching load in state and other universities, no attempt was made to criticize the reliability of the underlying data.

As a matter of fact, a number of factors enter into the computation and adjustment of teaching loads.¹ These factors vary from university to university and to a certain degree call into question the validity of all general comparisons. Moreover, they present a number of problems that in themselves are deserving of special consideration. The more important of these basic factors are considered in this article which concludes the study of the teaching load in state and other universities.

Teaching Loads Show Variation

The most serious variation in the general make-up of the teaching load occurs when the so-called teaching load represents other types of work in addition to actual teaching. For example, a 12-hour teaching load in one institution may mean 12 hours of weekly classroom teaching in addition to all other duties, such as administrative work and thesis supervision, while in another institution a 12-hour teaching load may mean only 9 hours of actual teaching, the other 3 hours being credited for administrative thesis and other types of work. There seems to be a general tendency in the majority of universities to cut the standard teaching load in favor of other types of work, particularly administrative duties. Practice, however, is exceedingly varied in this respect.

The varied character of work performed by university instructors makes it difficult to reg-

ulate work assignments by the common measures of vocational effort—the actual number of hours spent at work or the number of pieces of work completed. The university instructor's work is ordinarily a composite of separated periods of time devoted to the preparation of lectures, the conduct of classroom or laboratory activities, research, committee work, student conferences and public services. It is likely to vary from week to week, from one department to another and according to the different training, initiative and zeal of the various instructors.

Rules Indicate General Policies

The following excerpts taken from the "General Rules" of two universities are indicative of general policies that control local practices.

1. The teaching load in all minor divisions except law, music and the graduate school, for assistants, instructors and assistant professors, is fifteen lecture hours or equivalent per week, this contemplating usually some repetition of courses. The teaching load for associate professors and professors is twelve hours without deduction for personal research work or chairmanship of departments. The duties of chairmanship will be distributed in the departments by annual appointments. Scholarly research leading to production will be expected of all.

2. The teaching load is normally twelve hours of classroom instruction, or the equivalent in laboratory work, per week for instructors and eight or nine hours for professors of all grades. Ordinarily a professor is expected to offer one lower division (freshman and sophomore) course, one upper division course and one graduate course. Professors engaged in research of unusual importance and promise or in administrative work may be relieved of a portion of the teaching load. The program of courses is arranged by chairmen of departments in consultation with the professors and instructors concerned.

There is considerable variation in the methods

¹ The author is indebted to Hervert Von Roeder's "The Administration of Work Loads in State Universities," Master's Thesis, University of Texas, 1927, for a large share of the statistical data used in connection with this topic.

university administrators now use in stipulating and assigning the work loads of individual faculty members. It is recognized that the known time devoted to classroom instruction is the dominant factor in the administration of work loads, but it is equally apparent that there is a marginal load of official nonteaching activities, which varies in no little degree with different faculty members and for which some special administrative adjustment is required. Such adjustment necessitates some form of personnel management.

In forty-two universities reporting, twelve different personnel arrangements and combinations are used in the adjudication and assignment of work loads. In the first arrangement, the president, and administrative dean, the deans of the several schools and the department heads cooperate. In the second arrangement, the president, an administrative dean and the department heads adjudicate the work loads. The combination of president, deans and department heads is the most frequent cooperative arrangement and is found in almost a third of the universities reporting. Deans and department heads combine in seven universities, the president and department heads in two universities and the administrative dean and department heads in one state university. Department heads appear in more than three-fourths of all cases and deans and presidents appear in more than one-half of all cases. A committee of teachers together with department heads adjudicate and assign the work loads of teachers in three universities.

Many Dissatisfied With Plans

The majority of institutions report that they are not definitely satisfied with their present plans of adjusting work loads. The bulk of the criticism lies against the present uncertainty concerning the actual time expenditure attached to different types of work, although there is an occasional fear expressed that present practice does not produce maximum efficiency or happiness on the part of the instructional staff.

An attempt was made to determine the extent to which certain types of extra-class hourage are taken into account in the assignment of official work loads. These include: supervision of thesis writing; committee work; supervision of student organizations; extension courses and lectures; research; writing for nonremunerative publications; duties in connection with former students and public services.

Apparently these items are taken more or less into consideration and a number of universities make specific quantitative allowances for them in assigning teaching loads.

The California Institute of Technology has made an advanced step in the adjudication of work loads by setting up a schedule of weights entitled "Units for Faculty Duties," which indicates the various types of work that are accredited on the official weekly work load and specifies the number of hours of credit attached to the various units of work, such as chairman or member of a committee, head of a department or coach of the debating team. Class hours are multiplied by three for first sections and by two for other sections. Laboratory hours are multiplied by one and one-half. All members of the staff are expected to put in forty-five hours of work per week. Any member of the staff can obtain time for approved research.

Cost Influences Adjustment

The factor of cost exerts a direct influence upon the adjustment of teaching loads. First, from the point of view of financial economy, the administrative officers can easily see that the more hours a given instructor teaches, the less costly is the instruction. Thus, there is a continual pressure in the interests of economy for larger teaching loads. Second, financial considerations also tend to exert pressure toward larger classes. Many administrators, for financial reasons, hold that the teaching load should be measured in terms of the number of students taught rather than by the number of courses given.

At the University of Texas, it has been proposed that the following classes should be considered as financial equivalents: (1) nonadvanced, or freshman and sophomore classes with 30 students, (2) advanced, or junior and senior classes with 20 students and (3) graduate classes with 8 students. With this as a standard basis, by allowing one-sixth more credit for doubling the size of a class and making an allowance, justified by a time study, for the increased difficulty of teaching advanced courses, the following formulas have been proposed for measuring and for estimating the cost of the teaching load at the three different levels:

$$(1) \text{ N. Adv.} = 25 + (5 \times \frac{N}{30})$$

$$(2) \text{ Adv.} = 45 + (9 \times \frac{N}{20})$$

$$(3) \text{ Gr.} = 35 + (7 \times \frac{N}{8})$$

In each case, N equals the numbers of students taught.

It is generally recognized in university circles

that there are definite variations in the amount of labor attached to different types of classroom work, such as between the teaching of English and mathematics, between the teaching of freshman and graduate courses and between lecturing and laboratory procedure. Little objective information, however, has been made available concerning the actual character of these differences, and with a few notable exceptions¹ little progress has been made in setting up work load standards that take such differences into account. A considerable number of universities pay no attention whatever to the type of instruction in assigning credits for the teaching load. These institutions, for the most part, give one hour of teaching load credit to the instructor for each hour of student credit that the courses taught by the instructor carry. An instructor, for example, who teaches a 5-hour credit course receives 5 hours of credit on his teaching load regardless of whether the class meets four, five or six times a week, whether he lectures or listens, whether the class is large or small, whether the course consists of all, part or no laboratory work. The amount of student credit is the deciding factor.

Compute Value by Type of Work

On the other hand, nineteen universities reported the assignment of definite numerical weights for different types of work. In ten of these, 2 hours of laboratory work are counted as the equivalent of an hour of class work in lecture or recitation. In the other institutions, the value assigned to laboratory hours varies from 33.3 to 80 per cent as compared to 100 per cent for an hour of lecture. In more than three-fourths of the institutions, recitation and lecture hours are given the same value. One municipal college assigns greater weight to an hour of recitation than to an hour of lecture. One state university that uses the lecture hour as the basic unit in computing and assigning the official work load, credits a lecture 100 per cent, a recitation 66.6 per cent and laboratory work 33.3 per cent. A laboratory hour in fine arts studio is weighted at 41.3 per cent and an hour in physical education for women is weighted at 37.5 per cent. Another state university assigns 100 to lectures with an enrollment of less than a hundred, 150 to lectures with more than a hundred enrollment, 125 to recitations with from sixty to a hundred enrollment, 75 to large quiz sections, 150 to written English classes and 50 to laboratory or gymnasium sections and studio supervision. Two institutions

assign 100 to freshman-sophomore courses, 125 to junior-senior courses and 150 to graduate courses. Another assigns equal weight, 100, to freshman-sophomore and junior-senior courses but more, 125, for graduate courses. These are typical of other variations.

One criticism frequently made of the use of the number of teaching hours as a basis of total duty assignment is that this number gives little indication of the actual amount of total time expended. To the average citizen the time element is a matter of significant if not dominant importance in the matter of wage earning. This criticism appears to be well founded. The ratio that exists between actual teaching and other work should be better ascertained and advertised. Something of what this basic ratio is may be illustrated by the results of a study of the time relations between the teaching load at the University of Texas and the additional duties of the members of the faculty.

Four different types of work loads were computed at the University of Texas as follows: (1) the teaching load, or the number of hours per week spent in scheduled classroom teaching; (2) the instructional load, or the total time spent on the teaching load, including all supplementary work directly related to teaching, such as preparation, grading papers and conferences with students; (3) the official work load, or the number of hours per week devoted to all official university duties, including teaching, committee work and administrative work and (4) the total time load, or the number of hours per week devoted to

TABLE 1—COMPARATIVE DISTRIBUTION OF WEEKLY TEACHING LOADS AT THE UNIVERSITY OF TEXAS

<i>Distribution Level</i>	<i>Pro-fessors</i>	<i>Assoc. Profs.</i>	<i>Adjunct Profs.</i>	<i>In-structors</i>
	<i>Hours</i>	<i>Hours</i>	<i>Hours</i>	<i>Hours</i>
High	29.0	37.0	32.0	38.0
Quartile ¹	13.0	14.0	12.0	12.0
Median	9.7	11.2	10.4	10.4
Quartile ²	8.0	9.0	9.0	9.0
Low	3.0	3.0	6.0	3.0

duties in any way connected with the instructor's position, including the official work load and also such items as personal research, professional writing and public welfare activities.

The teaching load refers to the number of hours devoted to actual classroom teaching. The number of hours thus given to the teaching load by the various ranks of instructors at the University of Texas is indicated in Table 1.

¹ See Kelly, F. J., Relative Amounts of Time Required for Teaching Different College Courses, *Journal of Educational Research*, XIII (1926), pp. 273-283, and Koos, L. V., The Adjustment of the Teaching Load in a University, U. S. Bureau of Education Bulletin, 1919, No. 15.

This table is arranged to show the high, low and intermediate quartile loads respectively for each of the four ranks: professors, associate professors, adjunct professors and instructors. The low teaching load in the group of fifty-six professors, including deans, for example, is 3.0 hours, and the high teaching load is 29.0 hours. The median teaching load for professors is 9.7 hours. One-half of the professors teach between 8.0 and 13.0 hours and most of the remainder are fairly near these quartile amounts, the extremes being exceptional. The amounts in the upper quartile group practically always include a considerable

TABLE 2—COMPARATIVE DISTRIBUTION OF WEEKLY INSTRUCTIONAL LOADS AT THE UNIVERSITY OF TEXAS

Distribution Level	Pro-fessors	Assoc. Profs.	Adjunct Profs.	In-structors
	Hours	Hours	Hours	Hours
High	54.0	76.0	62.0	77.0
Quartile ¹	39.0	47.0	45.0	46.5
Median	33.0	37.5	39.4	39.4
Quartile ³	29.0	30.0	32.0	33.0
Low	12.0	10.0	17.0	9.0

number of laboratory hours while the lower quartile amounts reflect added administrative duties.

The actual amount of time devoted by instructors at the University of Texas to carry a given teaching load is indicated by what is known as the instructional load. This includes all time given to instruction, both in and outside of the classroom. The distribution of the instructional load among members of the faculty in the University of Texas appears in Table 2, which shows the high, low and quartile loads for the several ranks of instructors in the same manner as Table 1.

The median numbers of all hours devoted to instruction by the different types of instructors are: professors, 33.0 hours; associate professors, 37.5 hours; adjunct professors, 39.4 hours; instructors, 39.4 hours.

A comparison of individual instructional loads indicates that the size of the conventional teaching load is not a very good indication of the actual total time that instructors give to teaching duties. The correlation between teaching loads and instructional loads is approximately .30. The individual members of each rank of instructors vary considerably in the amount of extra classroom time given to teaching. This is due in part to the nature of the course given, in part to the zeal of the instructor concerned and in part to individual variations in native ability, previous training and teaching experience.

In considering the variations in the instructional load, it should be remembered that the instructional load is only a part of the total work load. It may very well be, and frequently is, the major part of the instructor's work, but any measure of the instructor's work to be truly representative of his total work load must go beyond the field of pure instruction. This is done when the unit of measurement is the official work load. As indicated, the official work load includes the total number of hours per week devoted to all university duties, including instruction, committee work and administrative work, that are performed directly in the interests of the university. The number of hours per week given to the official work load by members of the faculty at the University of Texas is indicated by rank in Table 3.

The complete story of the work loads of faculty members is not told until an account is made of the time spent in the optional and extra official duties which lie in the margin of official duties but which pertain to personal interests and professional improvement. These duties involve time spent in personal research, professional writing and public welfare activities. It is impossible to draw a sharp line of distinction between these supplementary duties and those that are truly official in character since they redound both to the credit of the university and to that of the individual. They are usually taken as an index

TABLE 3—COMPARATIVE DISTRIBUTION OF WEEKLY OFFICIAL WORK LOADS AT THE UNIVERSITY OF TEXAS

Distribution Level	Pro-fessors	Assoc. Profs.	Adjunct Profs.	In-structors
	Hours	Hours	Hours	Hours
High	73.0	95.0	63.0	77.0
Quartile ¹	48.0	52.0	58.0	48.0
Median	42.2	44.8	43.9	42.2
Quartile ³	36.1	37.0	38.0	36.0
Low	22.7	20.0	17.0	15.0

of superior service if not actually credited in the adjudication of work loads.

The number of hours included in the total time load of the various ranks of instructors at the University of Texas is shown in Table 4, which is constructed on the same basis as the three preceding tables.

It may be said in summary that the median actual teaching load at the University of Texas for the year studied was approximately 10 hours per week. The median amount of actual time given both inside and outside of the classroom to strictly instructional duties was in round num-

bers 38 hours per week. The median number of hours given to all official university duties including instruction, committee work and administrative work was in round numbers 43 hours per week. Finally, the median number of hours given

TABLE 4—COMPARATIVE DISTRIBUTION OF ALL DUTIES (TOTAL TIME LOAD) AT THE UNIVERSITY OF TEXAS

Distribution Level	Pro-fessors Hours	Assoc. Profs. Hours	Adjunct Profs. Hours	In-structors Hours
High	85.0	105.0	72.0	78.0
Quartile ¹	58.0	61.0	57.0	60.0
Median	50.5	50.5	53.3	49.0
Quartile ³	47.0	46.0	47.0	42.0
Low	26.0	22.5	17.0	15.5

to all professional duties, including teaching, professional writing, personal research, public welfare and professional improvement was in round numbers 50 hours per week. On this basis, a 10-hour university teaching load represents respectively 38 hours of instructional activity, 43 hours of official duties and 50 hours of general professional service. It is thus evident that, judged by the University of Texas and compared with other vocations, a college instructor gives a very fair share of his time to his vocational activity.

A summary of the complete study on the teaching load in state and other universities emphasizes the following points:

1. Four important phases of university administration are closely related to the adjudication of faculty work loads: (1) cost, (2) personnel administration, (3) educational efficiency and (4) educational publicity.

2. The number of students per instructor in thirty-two state universities varies from 6 to 29 with a median of 14 per instructor. The number in 28 other universities varies from 5 to 41, with the median at 12 per instructor.

3. The lower the rank of the faculty member, the larger is the average teaching load.

4. The median teaching loads in fourteen state universities are: deans, 8.0 hours; department heads, 12.0 hours; professors, 13.5 hours; associate professors, 13.5 hours; assistant professors, 14.0 hours and instructors, 13.5 hours. The median teaching loads in twelve nonstate universities are: deans, 7.2 hours; department heads, 10.9 hours; professors, 12.8 hours; associate professors, 13.2 hours; assistant professors, 13.9 hours and instructors, 14.3 hours.

5. Teaching loads are lighter in large than in

medium sized and small state universities. The size of the university exerts little effect on the teaching load in other universities.

6. There is a general but variable tendency to cut the teaching load in favor of other types of university work, particularly administrative duties.

7. Presidents, deans and department heads, usually in some combination, adjudicate the work loads of faculty members, the department head working singly most frequently.

8. The factor of cost tends to increase the size of teaching loads either by increasing the number of hours or by increasing the size of classes.

9. Many universities give specific numerical weights for hour units of different types of work, the three types most commonly weighted being lecture (100), recitation (100), and laboratory (50). The size of the class and the advancement of the course are less frequently weighted.

10. A 10-hour per week teaching load at the University of Texas represents respectively 38 hours of instructional activity, 43 hours of official duties and 50 hours of general professional service.

Close Observance by the Teacher May Often Prevent an Epidemic

What close observance on the part of the teacher may do to promote health among the children in her classes, is set forth in a bulletin issued to the teachers by the Oklahoma Department of Public Health.

By closely observing the health of her pupils and by taking immediate steps to exclude an ailing child from school, the teacher can often prevent an epidemic, the bulletin points out. A few of the usual symptoms that appear in the early stages of the most common diseases of childhood are described. Chills are the earliest symptoms of many acute infectious diseases and teachers should watch for these. Other symptoms requiring close attention are vomiting, sweating, nervousness, restlessness, irritability, cough, loss of weight, cold in the head, eruptions of the skin, swelling in the neck and sore throat.

Discharges from the nose, throat, eyes and ears accompanied by a fever may be the beginning of measles or scarlet fever. This is the most communicable stage of these diseases and children showing these signs should be excluded from school.

These rules were prepared especially for teachers in districts where the services of the school physician or health officer are not available.

Finding Suitable Jobs for Pupils Who Must Work

The school should not only supervise the pupil's entrance into occupational life but it should keep in touch with him and help him until he is fully settled in his life's work

BY HARRY D. KITSON, PROFESSOR OF EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY

IN THE United States about 50 per cent of the children leave school at sixteen years of age.

Some even leave at fourteen. When these children leave school they go to work. The work they do consists mostly of simple jobs, such as running errands, delivering messages, making boxes, wrapping bundles and pasting labels. As a rule these are routine jobs that require little skill and offer slight opportunity for increase either in knowledge or in power.

How do they get these jobs? An investigation made in 1924, which included 200 working children in New York City, showed that 61 per cent obtained their jobs through relatives or friends, 19 per cent through answering or inserting advertisements, 13 per cent by applying directly, 4 per cent by applying after seeing a "Boy Wanted" sign and 3 per cent by using a commercial em-

ployment agency. From these figures it may be seen that 60 per cent of these children have the help of some person in getting a job, although how wise that help is, is questionable. But the other 40 per cent must make their own adjustments.

Think what a difficult thing it is for a youth of fourteen or sixteen to start out to look for a job. He knows nothing about the occupational world. Things that an adult takes for granted—what jobs to avoid, what kinds of employers to avoid—are meaningless to him. Is it any wonder that 90 per cent of these young workers do not hold their first job six months? While their non-working fellows are safe in school they go from job to job, attempting to learn in the rough school of adult experience how to become responsible workers, a lesson too difficult for many of



A high-school girl making written application for work.

Courtesy Board of Education, Philadelphia.



High-school pupils waiting their turns to make applications for work. Courtesy Board of Education, Philadelphia.

them. When one stops to consider the plight of these brave youngsters, one begins to ask whether the community is fulfilling its responsibility toward them. And one is obliged to answer in the negative.

One remedy that has been suggested is that the community through its system of public education shall offer increased opportunities for each young person in the community to learn a trade. The impossibility of doing this in the public schools as they are now organized is so apparent that it cannot be considered as a solution of the problem. It is true that if we had a system of apprenticeship, well coordinated with industrial concerns and trade union organizations, we might help a greater number of young workers than we now do. But the public-school system of any community can never hope to train every child in a vocation before it permits him to enter the occupational world. There are other measures the schools can take, however, that will ameliorate the evils that befall young workers. One of these is to assume the responsibility for helping them get jobs, and to supervise the first steps they take in occupational life.

Many jobs are open to untrained boys and girls, more perhaps than are open to trained men and women. So it is not simply to assist them in earning a living wage that such a measure is recommended but to ensure that each child shall

find suitable work. The job should be one that does not overtax his immature body or mind, that does not exploit him, that enlists his interest, that gives scope for some of his capacities and that permits him to learn something and to advance to higher positions as he develops power and knowledge.

Some schools have made a slight acknowledgment of this responsibility in connection with the issuing of working certificates. The states have made some effort to safeguard young workers through a system of certificating either by the state department of labor or by the public schools. As these certificates are granted it has been evident that the children who are about to go to work need help in securing the right kind of a job. Some school systems have installed a placement officer who tries to find suitable jobs and induct the young workers into them. This officer may work under the supervision of the state department of labor, the junior employment service of the federal government or the board of education through its attendance department.

Regardless of the agency that sponsors the work, it must be closely coordinated with the public schools where it ought to be regarded as one of the integral parts of a vocational guidance program. The nonschool agencies are usually so remote from the schools that they do not have access to records essential to intelligent place-

ment. The department of attendance of the schools is usually regarded by the children as a police department; hence, it should not be charged with the delicate task of giving vocational guidance and placement. A bureau of vocational guidance working inside as well as outside the school system is really the best medium through which to do occupational placement. It is more likely to be manned by experts, it co-operates with all the other agencies mentioned and it is already giving the continuous services of vocational guidance of which placement is logically an important part.

Duties of the Placement Officer

Granted that it has been decided under whose auspices placement shall be carried on, let us describe briefly the steps that the placement officer takes. Through the kind permission of R. R. Robinson, personnel director, Joliet Township High School and Junior College, Joliet, Ill., we shall present the procedure followed in that school system. According to Mr. Robinson, the responsibility of the school does not end with the mere placement of the boy in a job. Effort should be made to see that this placement is satisfactory. In other words, the case should be followed up. After a few days or weeks the placement officer sends the boy a message asking him to call during the evening office hour and tell him how he is getting along. If the boy is satisfied with his job the placement officer can record that particular placement as one that is, at least for the present, successful.

If the boy is dissatisfied the placement officer inquires the reason. It may be only a minor matter, possibly a misunderstanding of the policy of the employing firm. If it can be remedied the placement officer seeks to remedy it. Often by presenting the firm's side of the story, the placement officer transforms the boy from a disgruntled employee into a valuable one. If no adjustment seems feasible the officer urges the boy to stay where he is until a satisfactory job can be found for him. The placement officer also confers with the employer concerning whether or not the boy is giving satisfaction in his work.

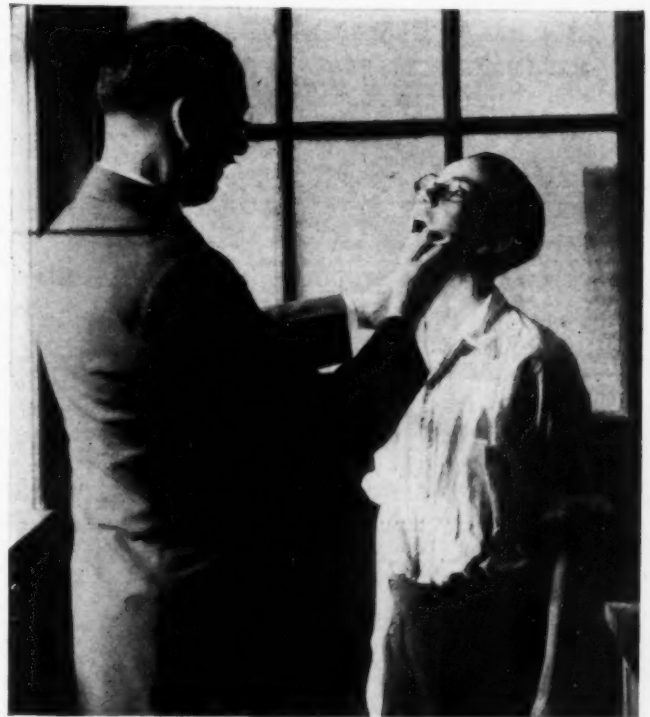
Follow-up is then necessary, by means of which the placement office measures the effectiveness of its own service, sees if the worker and the employer are satisfied and if they are not makes the needed adjustments between the two. But there is a further value to follow-up. Investigations of large numbers of cases that have been placed at work give information on which bureaus of vocational guidance and public-school administrators can formulate policies. One of the most

outstanding examples of such research is the well known investigation that was made of 700 working children in Cincinnati.

A single act of placement does not mark the termination of the school's responsibility. Although the boy may be satisfactorily placed in a job at the age of fourteen, that job may not be the best one for him at sixteen. His name should remain on the "active" file of the office until he is assuredly capable of taking care of himself, and the school should hold out a helping hand to him through the intervening years.

One objection sometimes brought against a placement office is that it does not really find suitable jobs for children but that it merely places them in the first job at hand. While the placement office cannot find a perfect occupational opening for every child, it can find a better opening for him than he can for himself. Furthermore, by following his career the placement office can help the pupil to make successive adjustments much more sagaciously than he could make them unaided. Another objection frequently offered is that while placement is a legitimate function of the continuation school, which deals specifically with children who must go to work, it is not incumbent on the full-time school.

Several answers can be made to this objection. One is that the full-time school that keeps a person under its care for the twelve years and then sends him out as a finished product is doing that person an injustice. It pretends to fit him for life and yet it does not do so if it fails to help



Courtesy of Board of Education, Philadelphia.
Pupils physically fit get the best jobs.

him take the first step toward living his life. The worried graduate would appreciate his diploma much more if a job went with it. Institutions of higher learning, colleges and professional schools have long recognized this as one of the duties attendant on instruction and they maintain place-

FINDING A JOB

John Karst was 17 years of age and would have completed the 4 year Machine Shop course next June. However, the sickness of his father made it necessary for him to go to work to help support the family. His first step was to visit a number of factories and the office of the E. J. & E. Railroad. In each case he was told "we have"

nothing for you just now, but if you will leave your name and address we will let you know if we need you later."

One morning John came to the Personnel Office of the High School and filled out the "Placement Card" shown below. This card was then placed in the "Applicant" files.

Joliet Township High School, Joliet Illinois

BOY'S PLACEMENT CARD

Date Oct. 8 1928 X +

Name John Karst H.R. 309

Address 1008 Railroad St Phone 7675 J

Experience

Firm or Employer	Type of Work	How Long?
<u>Herald News</u>	<u>Pressing papers</u>	<u>2 yrs</u>
<u>E. J. & E. Railroad</u>	<u>Water log</u>	<u>3 mon.</u>

Now employed—permanent—temporary—no

Recommended by Mr. Marshall

Kind of work wanted Machine Shop or Anything

Figure 2

A few days later a call for a machinist's apprentice came to the High School from the Eureka Machine Co. This request was filed on the form shown below.

In the meantime John's personnel record had been carefully investigated.

He was well recommended by his teachers. His mental test score was high and for the past three semesters he had been in the "Upper Quarter" of his class in scholarship.

(Continued on Page 8)

JOLIET TOWNSHIP HIGH SCHOOL AND JUNIOR COLLEGE

PERSONNEL DEPARTMENT

EMPLOYER'S REQUISITION CARD

Date Oct. 11, 1928

Firm Eureka Machine Co

Address 1077 Scott St Phone 371

Employment Mgr. James Uhl

Type of Work Manuf. Machine parts

Remarks: Machinist's Apprentice Wanted

Figure 3

ment bureaus as a recognized part of their activities. Secondary schools should do likewise.

Some secondary schools do some placement although it is often a volunteer service on the part of a devoted teacher. One teacher of chemistry in a middle western city through his own unofficial efforts succeeded in placing sixty boys in jobs in one year. Such efforts, however, should be official, and should be supported by the board.

It is not for the benefit of graduates alone that the full-time school placement office exists. Many a bright pupil in high school reaches the point where his parents can no longer afford to keep him in school. Seeing no other way out he leaves school and goes to work. If the school placement

INTRODUCTION CARD

Hand to Employer

Mrs. James Uhl

Eureka Machine Co.

1077 Scott St.

This introduces Mr. John Karst

who is sent in accordance with your request for a young man to learn the machinists trade

R.R. Robinson Personnel Director

KINDLY CHECK BELOW AND RETURN.

I have hired the applicant ☒

I have not hired the applicant ☐

I have the applicant under consideration ☐

Date _____ (Signature) _____

Figure 4

John was immediately called to the office and given an "Introduction Card" like that shown in Figure 4.

A note was then made on the reverse side of his Placement Card (See Figure 5) and it was clipped to the Employer's Requisition Card (Figure 3) and placed in the "Referred" file.

Two days later, the Introduction Card was mailed back to the office marked "hired" (See Figure 6).

John's "Placement Card" was then checked and shifted to the file marked "Positions Filled" where it will be available for follow-up work.

1. Referred to Eureka Machine Co. Date Oct. 11
Kind of work Apprentice Result _____ Date _____
2. Referred to _____ Date _____
Kind of work _____ Result _____ Date _____
3. Referred to _____ Date _____
Kind of work _____ Result _____ Date _____

To teachers:
When a placement is made please file this card in the personnel office at once.

Reported by _____

Figure 5

INTRODUCTION CARD

Hand to Employer

Mrs. James Uhl

Eureka Machine Co.

1077 Scott St.

This introduces Mr. John Karst

who is sent in accordance with your request for a young man to learn the machinists trade

R.R. Robinson Personnel Director

KINDLY CHECK BELOW AND RETURN.

I have hired the applicant ☒

I have not hired the applicant ☐

I have the applicant under consideration ☐

Date Oct. 13, 1928 Eureka Mach. Co. (Signature) J. Uhl

office would take a personal interest in his case, it might find him a job in which he could work part time to make enough money to supply his needs and at the same time obtain an education commensurate with his ability.

As a matter of fact even in schools that do not maintain a placement office large numbers of pupils engage in wage earning activities. Any school superintendent who will count the number

of boys in his high school who work after school and in vacations will discover that they constitute 50 or 60 per cent. This work should be supervised through a school placement office and should be turned to account in the systematic education of each pupil. On the other hand, what should be done with those few pupils who do not need part-time employment but who remain in high school until graduation and then go to college? The answer is that even these need placement—placement in college. Their placement will be cared for by the vocational guidance organization of which placement in jobs or in education is an integral part.

Expenditures Bring Rich Returns

It is true that such a service in the public schools as has been described costs money. It has been estimated that each placement of a junior worker costs from \$4 to \$8. Nevertheless the expenditure of that small sum will bring rich dividends to the community. It will increase the later productiveness of these embryonic citizens. It will save them from disheartening failures at the beginning of their occupational life. It will even save them from loss of money during their youthful period of employment, investigation having shown that youthful workers spend about 10 or 15 per cent of the year in idleness looking for jobs.

Superintendents frequently express their desire to link the school more closely with the community, to enlist the interest and support of business men and to make the school prepare children more fully for life in the community. This aim can be greatly furthered by the placement office. It can serve as the avenue through which the products of the schools pass out into the working community. It can find out what employers want and it can pass this information on to administrators, teachers and pupils. By means of its contacts it can interpret the school to the community, interpret the occupational world to the school and interpret both to the pupil. By enlisting the help of social service organizations, it can bring to the support of the school the most powerful elements in the community. In addition it can convince the public that the school is not an impractical institution with its head in the clouds but is striving to develop a program that will produce useful citizens.

Any school superintendent who wishes to enhance the prestige of his school in the community and to make it more truly serviceable can go far toward accomplishing these aims by instituting a placement office as a recognized part of the public-school system.

What Are the Duties of the Dean of Men in a University?

A moral supervisor, a spiritual leader, a social mentor, an educational guide, the dean of men in the hundreds of universities in this country is all this and more. His work is both educational and social, administrative and personal, Harry E. Stone, dean of men, University of West Virginia, explains in an article in *School and Society*.

Illinois led the way thirty years ago in adding a dean of men to its staff and since then practically all state universities have followed suit. In fact there are few institutions of higher learning that do not have deans or advisers of men. These officers are members of the national association of deans and advisers of men that held its first meeting in 1918.

The dean of men, according to the official bulletins of various universities, "is interested in the physical and moral welfare of the men of the university. He is a member of the faculty committee on student organizations and social life, and is also an advisory member of the committee on discipline."

"He confers with the men students on all questions affecting their personal or group interests. He prepares reports on students failing in scholastic work, arranges schedules, helps them to obtain part-time work and examines housing conditions."

"He receives frequent reports of the academic standing of each student and devotes considerable time to advising students who have not yet decided on their careers."

Virginia Wages Health Campaign in the Schools

Since the beginning of 1927, the Virginia State Board of Health has immunized 250,000 children against diphtheria, according to the *World's Children*. In 1927 also the state showed the lowest death rate from the disease in its history.

The board of health is also carrying on a general health campaign among school children, largely through arousing interest in winning the "five-point" certificate that is issued to every child who comes up to the board's standard in regard to teeth, weight, sight, hearing, tonsils and adenoids. The state employs ten dentists who use a portable equipment and give necessary treatment at nominal rates in the rural schools. Teachers are required to qualify themselves to examine the children for the defects that may be remedied.

School Health Measures Viewed From a Legal Standpoint

How far do the powers and duties of educational officials extend in compelling enforcement of vaccination and physical examination requirements in the public schools?

BY RICHARD B. THIEL, PROFESSOR OF EDUCATION, LAWRENCE COLLEGE, APPLETON, WIS.

"AFTER hiring physicians for twenty years the board of education has discovered that it is without authority to devote school funds to medical work in the public schools."

Thus reads a news dispatch in a Milwaukee paper dated Superior, Wis., February 14, 1929. This is only one of many instances of similar dilemmas and grave controversies that have arisen because school officials have exceeded their legal powers and duties.

It has been pointed out in a previous article¹ that much of our educational legislation may be designated as amendatory. A hitch in the effective operation of a law is discovered. It may be that the law is too broad in its application, or as in the instance above, is not comprehensive enough. The balance is restored, temporarily at least, through the passage of an amendment to legalize a given act, or to place a definite check upon another. No one will argue that this is constructive statesmanship, either on the part of our lawmakers or on that of our school administrators who fail to take due cognizance of their limited powers until an actual situation arises.

Health Laws Afford Interesting Study

The legal aspects of health regulations in our public schools afford a most interesting study, not only from the point of view of statutory enactments, but also through an examination of the supreme court decisions that have sought to interpret these laws. Prior to 1890 the laws regarding public health were quite general and left much to the discretion of the various boards of health. This discretion was carefully if not cautiously exercised within the limits of public opinion. The result was that the health regulations enforced in the direct interests of school children were not inclusive.

I can remember the days of public funerals in deaths resulting from diphtheria and scarlet fever which were freely attended by school

children. Under such conditions the existence of epidemics affecting schools was made not only frequent but almost inevitable. The only means of control first exercised dealt with limitations placed on school attendance, either by closing the schools temporarily or by placing limitations upon the attendance of those pupils whose presence might be a source of danger to the others. Such early restrictions dealt particularly with the prevalence of smallpox.

Prejudice Against Vaccination Still Exists

Although the efficacy of vaccination as a preventive of smallpox was demonstrated by Edward Jenner as early as 1770 it is generally known that there are still thousands of individuals in the United States, as well as in Canada and England, who do not recognize this scientific fact because of religious or provincial prejudices. However, the majority of our citizens have endorsed compulsory measures for the purpose of checking the prevalence of epidemics for more than a generation. Even before the passage of specific laws regarding vaccination or other health measures it was recognized that the rules and regulations of local or municipal boards could be legally enforced under the principle of delegated police power to these bodies by the state.

One of the earlier cases that attracted considerable attention at the time is still regarded as a ruling case, namely, *Duffield vs. Williamsport School District*² (1894). Briefly stated, the city had passed regulations authorizing the exclusion from school of pupils who were not vaccinated or otherwise immune from the dreaded disease. The plaintiff, one Duffield, questioned the right of the school officials thus to exclude his minor son and sought to compel his admission by writ of mandamus. The court refused the writ, calling attention to the fact that no effort was made to compel vaccination. It pointed out that the majority of the medical profession recognized the efficacy of vaccination and as members of the

local board, in their acceptance of this prevailing opinion, acted in the interests of the public in avoiding the spread of contagion, it was held that they were wholly within their discretionary powers. Within this discretion they might act by closing the school, thus refusing admission to all, or they might limit the exclusion to children from infected homes or neighborhoods, or to those who failed to comply with the present requirements.

In this case the fundamental question was raised as to how far the right to exclude the one for the good of the many might be carried. The answer of the Pennsylvania Supreme Court, generally accepted as sound law, was, that this is a matter of official discretion left to the board and when that discretion is honestly and impartially exercised the courts will not interfere. However, if such a matter is not within the jurisdiction of the administrative body, or if the exercise of its powers is unreasonable the courts will interfere. In this connection the question at once arises as to whether a local board could refuse admission to pupils not vaccinated at a time when there was no actual prevalence of an epidemic and consequently no immediate danger from contagion.

Wisconsin Ruling Generally Followed

In the absence of a law that specifically provides for vaccination as a prerequisite to school attendance the majority of the courts have followed the ruling of the Wisconsin Supreme Court³ holding that to deprive a child of the right to attend school arbitrarily and without legislative sanction, is an unreasonable exercise of discretion and therefore void. In a recent case in Chicago,⁴ the same principle was affirmed by the court in the following language: "Vaccination is not a condition precedent to the right of the child to attend public school and cannot be made such a condition either by a board of education or a board of health, although vaccination may be required in case of an epidemic." In a Minnesota case,⁵ however, the court held that powers conferred by statute upon local authorities to secure the preservation of health will be given a broad and liberal construction in view of their beneficial purposes. Thus a regulation may be upheld as a precautionary measure even though smallpox may not actually exist. The same conclusion was reached in a recent case in Texas, March 10, 1928. In this case⁶ the plaintiff sought to enjoin the enforcement of a regulation by the board of education requiring all pupils to be vaccinated before being permitted to attend school. This was denied by the court.

The divergent views held by the courts in the four instances just mentioned may be prevented

by express legislation. More than half of the states now require vaccination as a condition of admission to school. Most of these regulations are limited in their application by such clauses as the following: "An unvaccinated child shall not be admitted except on presentation of certificate from local board of health or attending physician" and in case of wrongful exclusion recovery from the town may be had in tort."

Minnesota permits exclusion if emergency demands, a measure that is capable of broad interpretation as in the case previously mentioned. Missouri prescribes that schools may not be closed on account of prevalence of disease except by the board of health. Wisconsin provides for the suspension of the pupil for fourteen days in the time of epidemic, the period to be renewed if the epidemic continues. Practically all states uphold the exclusion of an individual afflicted with a contagious or infectious disease, or whose presence exposes others to such diseases.

To enforce such a regulation as the above requires provision for some sort of medical examination. In most cases this is left to the local board of health. This may suffice for the smaller localities but in the larger school systems such inspection or examination, to be effective, should be under the administration of the board of education. Accordingly state laws have been passed granting boards such authority. Such measures may be grouped into four classes: (1) fixing responsibility for the inspection of the school buildings as to their sanitary condition; (2) providing for giving health tests by the teachers with provision for reports to boards of health; (3) employing school physicians for the purpose of making examinations as the occasion may demand; (4) employing physicians and nurses on a full-time basis for continuous service. The first two are usually made mandatory while the last two are more often optional.

Provision for Treatment Needed

Again it is evident that in order to make a program of medical examination effective there should be provision for treatment, especially for those who cannot afford to pay for such service. Yet it is clear that unless the state law provides explicitly for this exercise of power it is questionable whether it can be implied, as generally a public corporation can exercise only those powers specifically granted to it.

It may be questioned whether a board of education may hire physicians and nurses for purposes of medical inspection unless it has been specifically authorized to do so. A case in point is the well known Denver ruling by the Colorado Su-

preme Court,⁸ October 4, 1920. The school board had established a school health inspection department in which it was employing doctors, nurses and dentists. An injunction was obtained from a lower court forbidding the issuance of warrants for the maintenance of this department. The members of the board, Mr. Hallett and his colleagues, carried the case into the supreme court which set aside the writ. The state law provided that the teacher or principal of a public school should test the sight, hearing and breathing of pupils, describing the means to be used. The court held that an employee might be included under the term "teacher," because of inspecting pupils and directing physical education. Fears that districts might become loaded with unnecessary and expensive experts were declared groundless. The people of the district may at all times control such matters by changing their representatives, the members of the board.

What Is a "Teacher"?

By such interpretation the term "teacher" may be made to cover far more than the lawmakers intended. For example, the board of education in Milwaukee recently obtained the full-time services of an attorney by choosing him as one of the assistant superintendents. Clearly worded constructive statutes definitely outlining the powers of boards of education in such matters are much to be preferred. Yet such decisions as that of the Colorado court are a distinctive compliment to the progressiveness of our eminent jurists. That there is an unmistakable tendency in the direction of greater explicitness is indicated by more recent legislative enactments. To illustrate: Twenty states now have made definite provisions for medical inspection and eighteen permit boards of education to employ physicians, although in a few instances the fees prescribed are ridiculously low, as in South Carolina, which limits the inspection fee to ten cents per pupil.

In spite of the tendency to make statutory health regulations more definite and explicit, there are certain fundamental legal questions that continue to persist. Most of these pertain to the traditional and well founded common law principles of personal liberty and the recognized rights of the individual. Among these perplexing questions the following are representative: (1) To what extent may examinations by public physicians be made mandatory? (2) May the compulsory education laws be enforced against an individual excluded from school for noncompliance in the case of prescribed health regulations? (3) May the enforcement of such preventive measures as vaccination be made mandatory?

(4) How far may the board go in providing equipment for remedial programs imposed by a law requiring instruction in physical education?

With regard to the first of these questions relating to the compulsory features of medical inspection, several well recognized limitations may be pointed out. (1) The law may qualify the compulsory feature by the clause "unless parent files objection," as in Nebraska, Nevada, New Jersey and New Hampshire. In this case examination may be made by any reputable physician and the certificate of examination is filed with the board. (2) Health tests may be made by the teacher who reports to the board of health. In this connection North Carolina specifies that no pupil may be compelled to submit but in that case must file a written statement from the parent. Michigan states that there shall be no compulsory physical examination or compulsory medical treatment, and the board may not permit teaching of sex hygiene. (3) The examination shall not be such as requires needless exposure of the person in violation of a constitutional right. The conditions under which such examination is made are often prescribed and the presence of parents is permitted. (4) May a parent plead that such examination is in violation of religious liberty?

South Dakota Case Cited

Both this point (4) and the preceding (3) were raised in a much quoted South Dakota case,⁹ June 8, 1914, in which John Streich sued for a writ of mandamus to compel admission of his two minor children excluded for failure to furnish a physical report based upon a physical examination by a physician. The court held that such a regulation was not invalid as constituting a violation of a personal right not justified by the end sought, since the conventionalities of the times recognize the absolute propriety of submitting to an examination by a physician, especially where it was not shown that any exposure of the person or manipulation of the body such as would shock the sensibilities of the most refined would be required. This is a clear statement to the effect that no exception may be taken to a physical examination on general grounds. Yet it cannot be held to mean that a physical examination is compulsory, for an individual may prefer to suffer the legal consequences rather than to submit to such an examination.

In this case the appellant also pleaded that the requiring of a physical examination was "an invasion of the rights of citizens under the constitution and laws of the land and the higher right of the freedom of his mental determination of that

which to him constitutes the most sacred right and to him may be part of his worship of Deity." To this plea the court replied that such regulation involved no question of religious liberty as school boards in making rules for the control of public schools should not base their regulations upon the tenets of any particular religious sect.

May an individual who refuses to comply with health regulations enforced by the board be held subject to the penalties of compulsory attendance laws in case his children are excluded from school because of such noncompliance? This is rather a puzzling question and the rulings of the courts have not been uniform. In an earlier Ohio case¹⁰ it was held that such a regulation was a valid defense to a prosecution under a compulsory education law. In a later New York case,¹¹ Judge Hiscock indicated two reasons why the parent was not excused from obedience of the law requiring him to be responsible for the education of his child as the vaccination law applied only to the public schools and there were schools of other kinds open to the child. Recent British decisions¹² have held that a parent or guardian is liable for failure to cause his child to attend school where he has refused to comply with regulations as to medical examination or vaccination, and where such refusal resulted in exclusion of the child from school.

Legislative Act Upheld by Law

In a recent New Hampshire case¹³ (1926) in which the constitutionality of an act of the legislature providing for such penalty was attacked, the supreme court ruled as follows: Prohibiting children from attending school unless vaccinated or excused and the statute penalizing parents for failure to cause children to attend, constitute a valid exercise of police power and are constitutional.

As to the third question—May the enforcement of such preventive measures as vaccination be made mandatory?—it is clear that it may not. It is true, except as stated in the preceding paragraph, that it may be made constitutionally mandatory. That is, a person may be made to suffer the consequences of noncompliance. But that does not mean that vaccination may be compelled under the principle of specific performance. Such an act, if passed by the legislature, could not be upheld by the courts, at least not as the law is now interpreted.

If the law empowering the board to provide medical inspection is clear, it may be readily inferred that the right to expend money for the equipment necessary to carry out the delegated function is clearly implied and therefore exer-

cisable. Such expenditures would be legal under such statutes as those in Pennsylvania empowering school districts to provide for the care and treatment of defective eyes and teeth of public-school pupils, or as in Rhode Island where school committees may provide dental treatment to indigents at town expense.

But how far may the board go in providing athletic equipment in states authorizing instruction in physical education? Unless the wording of the statute is limiting, it is safe to state that the board may expend money for equipment commonly used for such a purpose. Accordingly the building of a gymnasium and its equipment are authorized unless the powers of the board for making expenditures are definitely controlled by a general statute limiting the amounts of various appropriations it may make.

Stadium Declared Part of School

How far the courts may go in permitting expenditures of this kind is illustrated in an interesting decision recently handed down by the Supreme Court of Arizona,¹⁴ April 11, 1927. The right of the board of county supervisors to issue bonds for the erection of a high-school stadium was questioned. The expenditure was allowed, the court holding that union high-school districts may issue bonds to build a stadium, inasmuch as a stadium, being a structure for athletic games and providing for accommodation of spectators, is a schoolhouse within the language of the statute that recognizes a schoolhouse as a building appropriated for the use of a school or schools, or as a place in which to give instruction. The court took judicial notice of the fact that the majority of higher institutions of learning are erecting stadiums as proper and almost necessary structures for athletic games tending to the development of the body. Hence physical education and competitive athletic games may properly be included in a public high-school curriculum according to the statute that boards of trustees may employ teachers for special subjects where such courses are approved by the state board of education as required by law.

In conclusion, it may be emphasized that the past thirty years have shown remarkable progress in measures relating to the safeguarding of the health of school children. A sane program of health instruction has been prescribed by law or authorized through public boards of health or school boards and often by both. State legislatures have passed laws aiming at more thorough-going inspection of buildings and grounds. Especial attention has been given to the location and construction of new buildings. Health regu-

lations have been prescribed and boards have been given authority to employ physicians and nurses.

Yet in many instances the zeal for further progress exceeded the authority given by the law-makers. In such instances the courts have been liberal in their interpretation of the law, yet they have held to the fundamental principle that a school board may not exercise any powers that are not expressly granted or which may not be clearly implied. A review of the existing legislation and an analysis of the court cases show the need of a more constructive and well considered program of health legislation, rather than procedure by the piecemeal progress by which state legislatures are wont to recognize one by one the desirable measures that forge themselves to the forefront. The need for constructive statesmanship among school administrators and among legislators is still great, although much progress has been made through the employment of experts by state boards of education.

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Fitting the Curriculum to the Needs of the Child

The better selection of materials of education, the wider application of the project principle and a clearer emphasis upon character as the supreme goal of education are the three elements most desirable in the present day school program, Harold Saxe Tuttle, professor of educational sociology, University of Oregon, emphasizes in a recent issue of *Western Education*.

A curriculum is not a series of books filled with certain cut and dried facts with which to stock the child's mind. A curriculum is a set of experiences to aid the child in making satisfying adjustments to the social life of which he is a part. That is the reason many activities that are extra-curricular now are becoming a part of the regular curriculum.

Schools are reversing the normal methods of learning, says Mr. Tuttle. Life is synthetic; school is analytic. The two should be harmonized, and the course of study influenced toward

the project type. Until children are given a series of experiences, charged with interest and meaning—instead of a series of facts and skills—the vital element of education will be lacking.

Society is placing upon the school the task of preventing moral undernourishment. The school must enable the child to find the meaning of freedom in self-control rather than in submissive obedience.

More Studies on Rural Education Are Needed

That what has been considered an overemphasis on the subject of school health and physical education is being retarded is shown in the new books published during the last year, according to Joseph L. Wheeler, Enoch Pratt Free Library, Baltimore, who is supervising the preparation of the annual selected list of sixty educational books to be published in the *Journal* of the National Education Association. The number of books on the subject of health has decreased from thirty-two to twenty-six.

The small number of studies on rural education has dropped from thirteen to six, all of these being small institutional and governmental studies, without a single well planned or comprehensive book for the rural-school worker as such. Titles on higher education have increased from twenty-two to twenty-nine.

The preliminary list made by Mr. Wheeler, after a careful search for all publications of 1928 on teaching, school administration and educational research, numbers more than 400 titles. It appeared in a recent issue of *School and Society*.

Tunes Aid in Teaching Shorthand and Typewriting

The use of music is declared by Helen W. Evans, Gregg School, Chicago, to be an invaluable aid in teaching shorthand, says an article in the *Journal of Education*. Several years ago, she explains, it was discovered that music could be used effectively in teaching typewriting, and to-day pianos and phonographs are to be found in constant use in typewriting classrooms throughout the country.

More recently it was found that music is similarly effective in the teaching of shorthand since rhythm is the foundation of speed in both. Pupils first start writing shorthand to the tune of slow marches, then waltzes, with the tempo gradually increased until they can follow the faster steps.

Do Children Learn Through Publicity?

While the proper function and scope of publicity in the school are yet to be determined, there is no doubt that it is a factor to be reckoned with in teaching

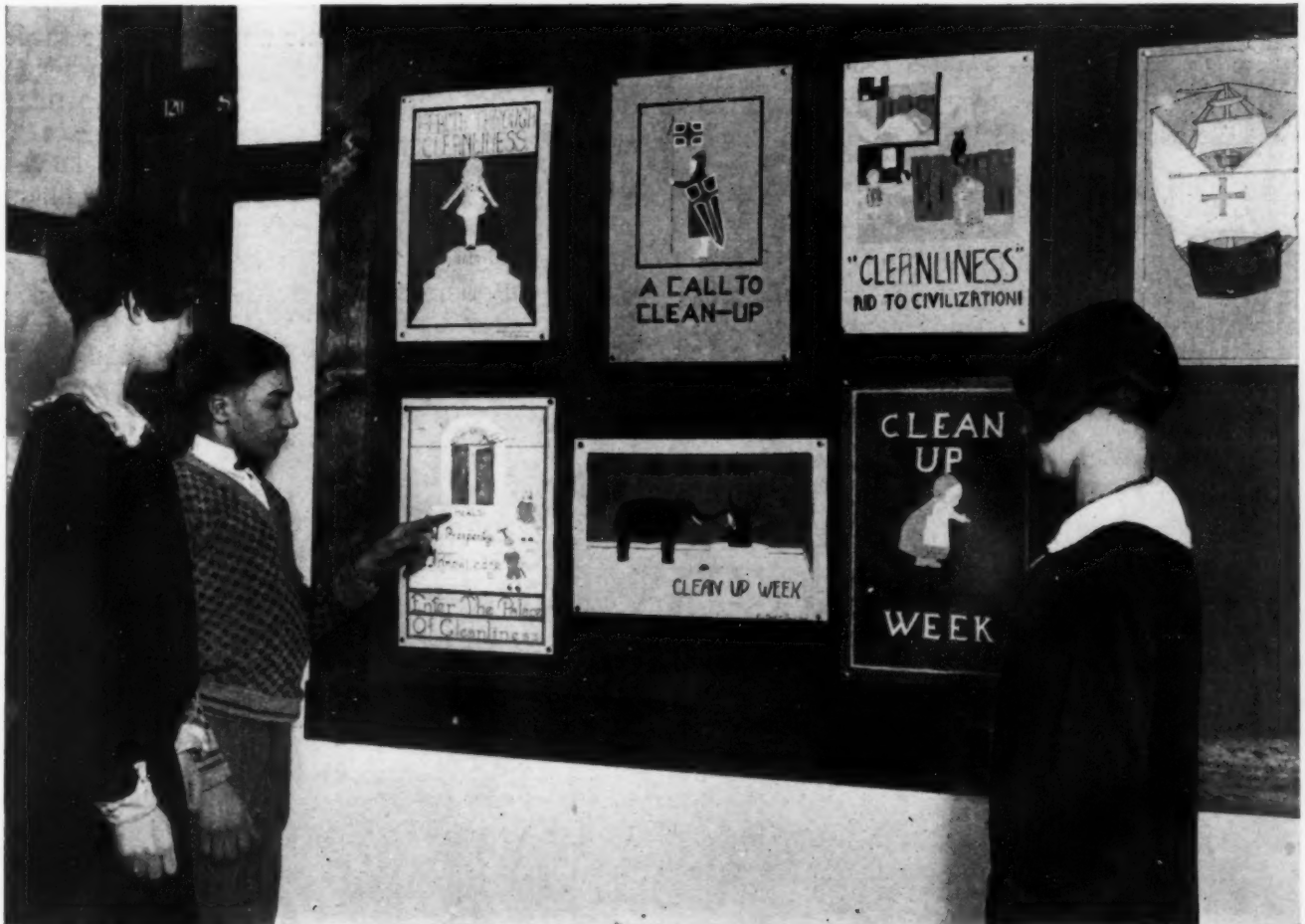
By W. W. THEISEN, ASSISTANT SUPERINTENDENT OF SCHOOLS, MILWAUKEE

IN THE article, "Psychology Applied to School Publicity," which appeared in the April, 1929, issue of *The NATION'S SCHOOLS*, attention was called to the fact that publicity is an important factor in leading teachers to accept new educational ideas or to adopt new practices. It was pointed out that relatively large amounts of publicity are necessary to secure anything like a general acceptance of a new idea by all teachers.

The question may now be raised as to whether children likewise learn through publicity. Do we depend upon it to any great extent in teaching?

Strangely this subject has been treated, seldom, if at all, in educational literature. It requires only a casual examination of our educational practices, however, to show that publicity does play an important rôle in teaching.

The use of publicity measures in some form or other is probably as old as education itself. Witness for example the elaborate ceremonials attending the induction of primitive boys into tribal society. These ceremonial rites were intended to impress the youth with his civic duties and responsibilities. "Savage ingenuity," says Webster,



Posters may be important factors in the teaching of citizenship and health.

"exhausts itself in devising ways and means for exhibiting these virtues (of a citizen) in an effective manner to the young men so soon to take their places as members of the tribe."¹ Among the Greeks the publicity surrounding athletic games was no doubt a factor in their success.

We are familiar with the spelling bee, the system of "head marks," the dunce cap and various disciplinary measures of older generations. They were publicity measures undertaken for the purpose of producing more desirable results. The dunce cap and punishments inflicted for infractions of school rules were forms of adverse publicity that were expected to spur children on to greater efforts or to produce better schoolroom order.

Anyone who entertains a doubt as to the place publicity occupies in modern teaching, needs but to look about him for evidence. Certainly, if we doubt the efficacy of publicity in teaching to-day there are many questions concerning our educational practices that we should be asked to explain. For example, why do we post graphs showing the achievements of pupils on tests and examinations? Why do we display posters with such slogans as: "Drink Milk," "Eat More Vegetables," "Sleep With Open Windows" and many others? Why do we display posters that stress cleanliness, safety, qualities of character or good English? Why do we publish the roll of honor pupils? Why do we make awards of merit before the assembled school?

Publicity Has Place in Teaching

However reluctant we may be to admit that publicity has its place in teaching, we are forced to do so if we examine the evidence. As in primitive times, so now we are developing attitudes, habits and ideals of civic, moral and social conduct through the aid of publicity. We are employing publicity to aid us in establishing correct habits of speaking and of writing English. We are employing it to stimulate reading. Of the relatively little history that is retained by children, we probably teach far more of it through publicity than we suspect. Even the foreign languages, industrial arts, mathematics and the sciences are not unaffected by it. Without the assistance of publicity in one form or another, many of the health habits and character ideals we deem essential for every child would remain unfixed. The truth is that facts and ideas we wish to impress upon pupils are emphasized and reemphasized in numerous ways in the classroom or about the school. They are displayed on the school bulletin board, they appear in slogans and mot-

toes on the blackboard, we speak about them in the school assembly, we mention them in the school paper and children discuss them in the home. In a dozen different ways and dozens of times they stimulate the organs of sight and hearing.

Many teachers have insisted that some of the results obtained in character training should be attributed to the way the heroes of history were held up as examples to be emulated. Let us note, however, that these teachers do not limit their efforts to mentioning the names and deeds of such men. They call the pupils' attention to them over and over again.

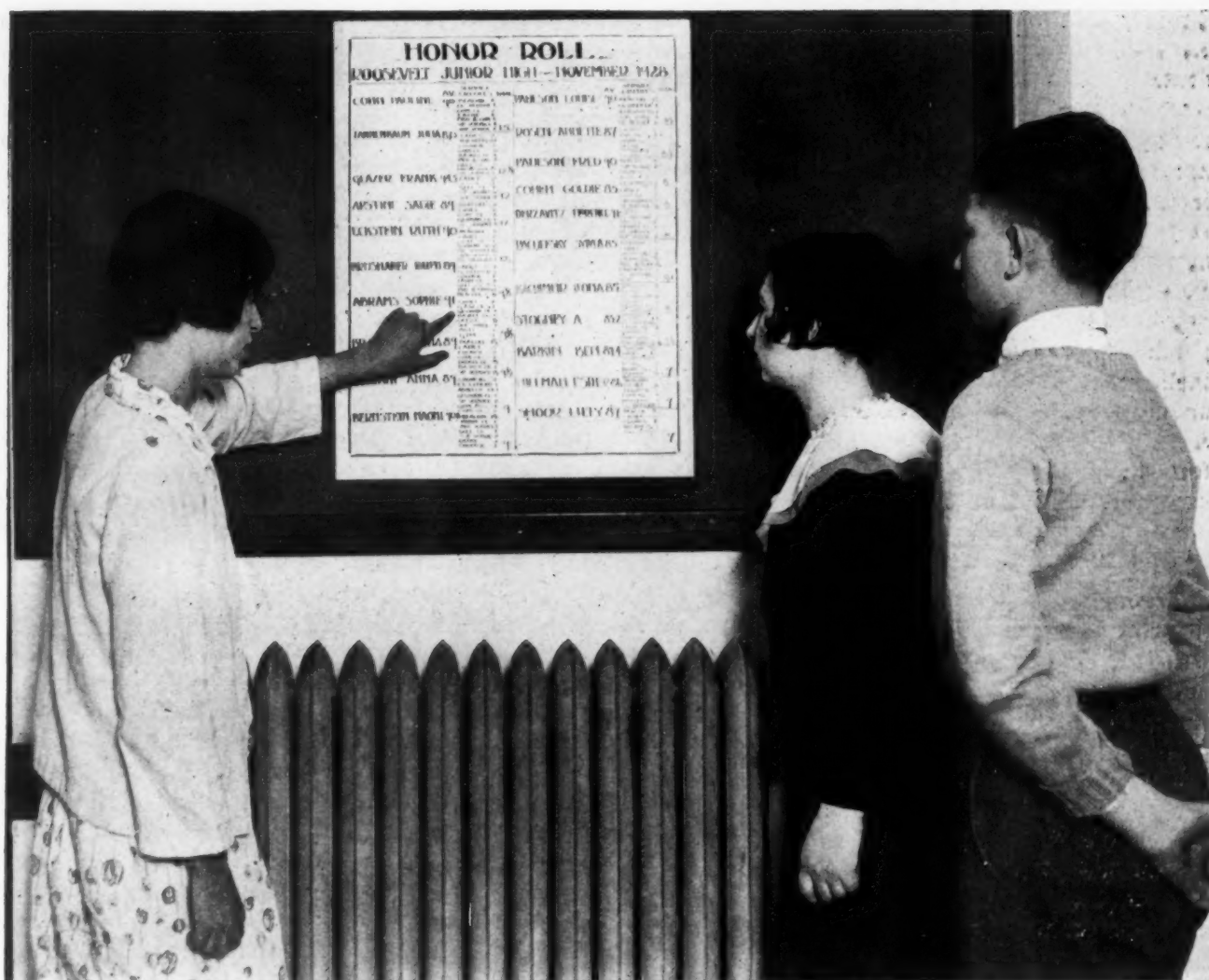
Aids Materially in Social Science

In the field of the social sciences, we may very well inquire whether there is much that is taught and retained except as the subject matter is absorbed through intensive publicity. The correlation between retention and publicity is probably quite high. For the majority of children it is probably safe to say that the facts of history or the current happenings remembered through life are those that received additional publicity outside the classroom. For the purpose of obtaining some evidence on this point the pupils in two average Milwaukee seventh and eighth-grade classes were asked to write answers to the three following questions: What noted fliers can you name? What great men in history can you name? Name as many national holidays as you can.

The answers to these simple questions show a striking relation between the degree of familiarity with the subject that each child displayed and the amount of publicity that the subject had received. In answer to the first, every child named Lindbergh. Commander Byrd was known to 57 per cent and 58 per cent respectively in the seventh and eighth grades. Chamberlain was named by 40 per cent in each group. Fewer than 25 per cent of the seventh and 34 per cent of the eighth-grade pupils mentioned Maitland, although Maitland was born and reared in Milwaukee and was honored by a welcoming celebration as was Lindbergh. Hergenberg who flew with Maitland was recalled by only 8.6 per cent of the eighth-grade pupils and was entirely forgotten by the seventh grade. Such is fame! No other flier was named by 25 per cent of the children.

The question concerning great men in history brought interesting contrasts in the two grades. In the eighth Washington was mentioned by all, Lincoln by 83 per cent, Jefferson by 63 per cent, the Adams family by 45 per cent, Madison by 40 per cent, Perry by 23 per cent and Hamilton by 20 per cent. No other person was listed by 20

¹Webster, Hutton, *Primitive Secret Societies*, p. 49.



Conspicuous posting of the honor roll will attract the attention of every pupil.

per cent of the group. The percentage recalling Roosevelt was 17, Franklin 11 and Columbus 3. In the seventh grade, on the contrary, Columbus received the highest percentage with 53, Washington was second with 50 and Lincoln third with 47. The Cabots were named by 40 per cent and John Smith by 26 per cent. Roosevelt was not recalled by any of the seventh grade.

The answers indicate that recency of teaching is an important factor in recalling names. It is shown in the relatively high rank given to Madison and Perry in the eighth grade and to the Cabots and Captain John Smith in the seventh. The positions of Washington and Lincoln, particularly in the seventh grade, where they had not yet been encountered in the course of study, show the effects of publicity outside of the history course. In the eighth grade the negligible number who listed Columbus only a year after they had studied him is rather perplexing if not discomforting. It serves to bear out the contention that men and events of history, unless brought to

the attention of the pupils by means other than mere classroom teaching, will soon be forgotten.

The question of holidays was carelessly worded, there being no national holidays, strictly speaking. The days mentioned by one-third or more of the children in the two groups combined were: Fourth of July 79 per cent, Thanksgiving 56 per cent, Christmas 58 per cent, Armistice Day 47 per cent, Memorial Day 42 per cent, Labor Day 40 per cent, Washington's Birthday 34 per cent and New Year's Day 33 per cent. The relatively high rank of Thanksgiving Day, Armistice Day and Christmas can be explained by the fact that the test was given early in December.

While these meager results can have little significance in themselves, they suggest that the whole subject is worthy of investigation.

Publicity is often responsible for magnifying among children the importance of facts of history or for developing misconceptions about them. Consider for example the notions that the average child holds of such alleged incidents as the

Captain John Smith and Pocohontas story, Paul Revere's ride and Betsy Ross and the flag. Students of history have considerable doubt as to whether Pocohontas actually performed the life saving feat with which she is credited. They know that Paul Revere on the night of his now famous ride never reached Concord. As a friend recently expressed it, "Revere had a good press agent in the person of the poet Longfellow." That Betsy Ross was the first to make an American flag is likewise a matter of dispute. Yet the publicity attached to these incidents has made them stand out in the minds of most pupils as unquestioned facts. By the same process Robinson Crusoe comes to be accepted as fact rather than fiction and Alexander Selkirk remains unknown to all but a few.

Exchange of Products Valuable

Through the efforts of the Junior Red Cross to bring American and foreign schools in touch with each other, many a child has experienced new thrills from his geography as the plan to exchange school products was consummated. The particular country from which a package of school products finally came has held a new meaning for him. While the material actually received may have contained much valuable information new to him, the factor that counted most in raising his interest to a high pitch of enthusiasm was undoubtedly the publicity surrounding the whole activity, from the time the plan was first broached until the contents of the foreign package had been carefully examined and studied.

Posting of the monthly or quarterly honor roll is another publicity measure used to assist in producing a desired result. In the Roosevelt Junior High School, Milwaukee, for example, it is used as an aid in developing ideals of citizenship. Position on the honor roll is not determined by scholastic attainment alone. The pupil is made to feel that unselfish service rendered in the interests of the school is not without its reward. Cadet service, taking part in club programs, service on the staff of the school paper, membership on the pupil council or participation in any one of the various school activities may help to establish his standing in the school community. He learns that scholarship and service both count. Through the posting of the honor roll, on which the total contribution is taken into account, the pupil finds that school citizenship pays.

Awards of honor are made not so much for the effect upon those who have won them as for the effect they will have upon the pupil group as a whole. Honors given quietly or privately would have little or no meaning to the school. Election

to the national honor society in high schools is always attended with a great deal of publicity. The names of the honored pupils are read from the rostrum, they are posted on the school bulletin board, they appear in school and city papers, the winners' names are mentioned around the dinner table of almost every home represented in the school, the group is photographed for the school annual and finally at commencement time the names are likely to be read once more to the assembled parents and friends. As a result of all of this favorable publicity showered upon the successful pupils, those of oncoming classes are inspired to greater efforts by the hope of a similar reward at some future date.

The school paper exists not so much to provide a medium for school news as to give publicity to certain ideas and ideals we wish pupils to accept. The paper becomes effective through what it omits as well as through what it prints. Those who do praiseworthy things or write highly creditable articles receive honorable mention, but only they. The fear of adverse publicity on the part of members of the staff sets a high standard of form. Ideas considered important by faculty or pupil editors are reiterated again and again throughout the course of the year. Gradually certain ideals and standards stressed in the classroom and in the school assembly, and reinforced by the school paper are woven into the fabric of the school and accepted. The paper becomes a unifying and an elevating force in the school.

Activities Thrive on Publicity

The popularity that any extra-curricular organization enjoys can usually be traced to the character of the publicity it receives. An outstanding orchestra, band or glee club, a winning debating team or a winning football team is more attractive and is likely to have less difficulty in getting recruits than a struggling organization or a losing team would have. The favorable attention received by successful organizations and the possibility of sharing in the praises bestowed upon them on the one hand, and the fear of possible unfavorable publicity on the other, appear to be factors contributing to this situation. Every person likes to be associated with a winner but disdains a loser. The relative attractiveness of successful organizations in many cases is probably far out of proportion to the superiority of the training they offer pupils who participate.

There is also the question of school standards. How are pupils induced to accept standards of scholarship or conduct? The answer is that we talk about them, we write about them, we draw favorable or unfavorable comparisons and we

represent them in the form of charts, graphs or pictures. The child mind is hammered on all sides until he has accepted the new standard. How do boys so often arrive at the notion that a "pass" is a satisfactory standard for self-respecting youths? It comes from the favorable publicity that such a standard receives and the unfavorable publicity that high standards receive at the hands of the gang whose members desire all the time they can get for leisure. The "pass" tends to become the approved style. Our task is

THE LADDER OF SUCCESS

- 100%—I did
- 90%—I will
- 80%—I can
- 70%—I think I can
- 60%—I might try
- 50%—I suppose I should try
- 40%—What is it?
- 30%—I wish I could
- 20%—I don't know
- 10%—I can't
- 0%—I won't

Such devices as these displayed in the form of a chart or placed upon the blackboard are commonly used in endeavoring to raise or to maintain a high classroom standard.

through publicity to set the style of a high standard that will have a counterbalancing effect. In general it is our business to establish desirable styles in all phases of education. Once they are set, conformity is easy, just as it is in dress. Only the exceptional individual dares to be a nonconformist.

Every school principal and superintendent knows the force of school traditions. Every local school has its own traditions, some of which are helpful in running the school while others are not. But traditions would not survive except for the publicity they receive. They are told to oncoming generations of pupils again and again. The pupils are warned that these traditions must be observed at all costs until finally the newcomers have accepted them and are equally insistent that incoming classes shall observe them.

What is the purpose of "Good English Week," except to bring to our teaching of English the added force of publicity? "Clean-up Week," "Thrift Week" and the various other special weeks proposed for observance at one time or another aim to teach only what thoughtful teachers are always doing with more or less success but in a less spectacular fashion. There is no denying, however, that this spectacular element helps to produce results, if only for the time being.

If an evaluation were to be made of the relative effectiveness of the factors involved in safety instruction, almost everybody would probably agree

that publicity ranks far above all others. In fact, safety education may be said to be little else but publicity. Safety experts maintain that practically all of the results obtained from children are achieved through publicity. No teacher or parent would deem it sufficient to tell a child but once of certain dangers that confront him. He must be warned time and again in a great variety of ways. Classroom talks and discussions, lantern slides and pictures, writing of compositions, slogans and jingles, classroom readings, talks by firemen and policemen sent to the schools, making and displaying posters and cartoons and demonstrations through the use of models are all employed in safety instruction to-day. We shall probably never know the value in lives saved of such admonitions as, "Cross Crossings Carefully," "Drive Carefully" and "Stop, Look, Listen."

Good evidence of the value attached to posters is seen in the series issued by the National Child Welfare Association, the American Junior Red Cross and others. The range of topics dealt with covers important points from almost every subject of the school curriculum.

Just what effect some of the messages carried in simple form on these charts have, or how often they must be repeated are matters to be determined. When we learn, however, that in the business world such a brief slogan as "Say It With Flowers," widely distributed, increased the sale of cut flowers over 400 per cent in seven years we are inclined to believe that they have considerable value.¹ The value of such messages in business comes in keeping them before the public. How often have we noticed certain products advertised on bulletin boards? The manufacturers and distributors purchase the most expensive magazine and billboard space to be had, for they realize that only by such vigorous means can they induce the public to demand their particular product. Yet teachers often seem to imagine that as a result of one or two presentations of an idea children will remember it for life. Apparently many business concerns observe the laws of the psychology of learning far better than we.

Desire for Distinction Strong

Consider for a moment some of the motives that lead pupils on to greater effort. Psychologists tell us that the desire for distinction is one of the strongest motives in human beings. Yet we are often guilty of ignoring it in teaching. Why does the project get so much attention at the hands of the pupil who carries it on? Why will a pupil throw himself wholeheartedly into a re-

¹ Statement from Goode, Kenneth M. and Powel, Harford Jr., *What About Advertising?* p. 240.

search topic when he knows that he is to be given a chance to present the results of his investigations to the class? Why does reading before an audience make the participants put forth such unusual efforts to make their reading a success? It is largely because of the opportunity they have to distinguish themselves in the eyes of classmates and teacher or, in other words, to receive favorable publicity. A great ado is made over such pupils. For a day at least they occupy a place of honor in the school. For the teacher it is a case of capitalizing on this instinctive desire for distinction. It is a case of allowing the pupil to work for the glory he craves. Altogether too many class exercises fail because the teacher selfishly occupies the spotlight and fails to utilize the child's desire to display his knowledge or his talent.

Relation of Motives to Learning

In this connection it would probably prove worth while to make a more careful study of the relation of motives to learning. Some lessons are suggested at least from the field of commercial advertising and selling. Stevenson¹ cites the case, for example, of a bond salesman who increased his sales 20 per cent as a result of listing the motives that made his clients buy. Specialists point out that three of the great advertising motives are: (1) the go-with-the-gang motive; (2) the see-ourselves-in-print motive and (3) the rooster-crow motive².

The educational applications of these motives will be found in any well taught school. Each of the three motives is probably as potent in training children as in buying and selling. In the case of the first, the problem is to lead the "gang" in the right direction, and then to give the performances and standards of the gang ample publicity. To permit the second and third motives to function, the child must be given a chance to see himself in "print" or an opportunity to "crow" over his fellow schoolmates. The incentive to work is aroused by an opportunity to receive adequate recognition for worthy achievements. Successful motivation of any school work is probably largely a matter of arousing such instinctive appeals as these.

It would be interesting if not illuminating to know the degree to which enrollments in the various departments of our high schools and colleges are affected by publicity. The popularity and growth of certain departments can scarcely be explained in any other way. Large numbers of pupils appear to be governed in the choice

of courses by style or by a suddenly discovered merit, rather than by a process of sound reasoning.

Courses in the training of teachers probably should include preparation for educational salesmanship. Pupils need to be "sold" on a subject. One of the causes of disaffection manifested by pupils arises from the fact that we have not "sold" the idea of an education and its place in the scheme of things. What teacher takes time to create an enthusiastic demand in the buyer at the educational counter? As yet her primary purpose as a teacher is to create appetite. Many times the teacher herself does not sufficiently appreciate the possibilities of the subjects she is teaching as a factor in the lives of her pupils. Our schools undoubtedly suffer from the fact that children come to school because they are compelled by law or circumstance to attend and not because we have made a sale of our educational offerings. Our offerings may appeal to the parents but not necessarily to the child. The teacher's job is to turn out satisfied customers. It is nothing short of precariousness to have a graduate feel that time spent in school has been largely wasted.

Recommendations Should Be Justified

For the "take it or leave it" attitude of some teachers there can be no reasonable defense. If a pupil enrolls in any subject very likely he does so because of his faith in our recommendation, and we should give him no cause to be disappointed. When he asks in all sincerity, "What good will this subject do me?" it is a serious matter to trifle with his trust. His question deserves to be treated with the utmost courtesy and sincerity. Truthful publicity as to what may or may not be expected from the study of a given subject is needed at all times.

The evidence submitted should convince the most skeptical that publicity is a factor to be reckoned with in teaching even when used in a hit-or-miss fashion as it is to-day. Whether in teaching the various subjects of the curriculum or in developing habits, ideals and standards of conduct, publicity is an important element. Its proper function and scope remain to be determined. What is most needed now is a new analysis of our teaching and learning processes so that we may determine with some degree of exactness how publicity of various kinds should be employed and what results may be expected from its use. Teachers and administrators should consider the effects that carefully planned publicity is likely to have in helping them to capitalize any phase of successful schoolroom work.

¹ Stevenson, John A., *Constructive Salesmanship*, p. 323.

² Goode, Kenneth M. and Powel, Harford Jr., *What About Advertising?* p. 24.

From High School to College

University authorities should scrutinize carefully the intellectual and behavioristic record of each applicant for admission to college to prevent the tragedy of his early dismissal

BY M. V. O'SHEA, UNIVERSITY OF WISCONSIN, EDITOR-IN-CHIEF, THE NATION'S SCHOOLS

AS THESE lines are being written literally hundreds of thousands of boys and girls are enrolling for the first time in the higher institutions of the country. How many of them will negotiate the difficulties that lie in their path? What proportion of them will survive scholastic and other perils so that they will emerge with a diploma at the end of four years?

Taking all the colleges and universities together, during the past few years about one-fifth of the freshmen have lasted less than one-half of the academic year. A considerable proportion of the remaining four-fifths have held on by the skin of their teeth; they would have been better off outside of college than in it. This slaughter of the incompetents has attracted the attention of laymen as well as of the authorities of higher institutions, and there has been endless discussion during the past three or four years of the question, "Who should go to college?" Some have said, "Let every boy and girl who applies for admission enter without restriction." Others have said, "Turn away from academic gates every applicant who is not intellectually capable of profiting by the opportunities presented in the college and the university, or who is not seriously interested in intellectual life."

Program Designed to Select Applicants

Sentiment is on the side of those who would welcome into college any one who survives a high-school regimen, even though he comes through by the grace of the principal, or the aspirations of his parents, or the political influence of his social connections. Meanwhile, those who administer higher institutions have been devising ways and means of separating the sheep from the goats. At the present moment there is in operation on the campuses of many of the higher institutions throughout the country a program designed to select from among the applicants for admission those who by natural endowment, by training and by experience are most likely to gain benefit from a college course.

Months before the freshman must enroll, university authorities are at work gathering data

concerning him. His elementary and high-school record is carefully scrutinized. His status in the graduating class of his high school is determined, so that it is known whether he ranks at the top or at the bottom or in the middle of his class. The teachers who are best acquainted with him make a statement of their experiences with him. Is he industrious? Is he earnest? Is he dependable? Is he honest intellectually and morally? Is he a loafer? Is he self-indulgent? Is he eager to take hold of intellectual tasks? Has he mental energy? Has he physical stamina? Is he a leader or is he a follower? The candidate himself writes out a statement, telling why he wishes to pursue a college course, how he hopes to utilize what he may gain at college, how he regards his high-school education and what he most enjoyed therein.

Preliminary Data Supplied to University

These data concerning the applicant are sent to university authorities weeks before it is necessary for the freshman to pack up and move on to college. If the picture of him that the authorities can thus gain from his record in high school and the estimate of his intellectual interests, his temperament, and his character, indicates definitely that it would be better for him and the university community were he to turn in another direction than toward college, he and his parents are advised to that effect. He is not prevented from entering college but he is counseled not to do so.

Some critics of the higher institutions who know nothing about their problems or who, if they are informed, deliberately misrepresent the situation for the purpose of winning applause from the disaffected, cry out against barring any boy or girl from a university campus, saying that there is developing in America a tendency among authorities in American universities to discriminate in favor of students who are rich and who enjoy social prestige. These senseless or dishonest critics maintain that the students who are thrust out or prevented from getting in come from impoverished homes, when exactly the opposite is true. The students who are advised not

to attempt a college course are those who have loafed through the high school or those who have been spoiled by pampering at home so that they are lazy or shiftless or lack a serious interest in the intellectual life. Anyone who says that the higher institutions of the country are playing up to wealthy students and turning away those whose pockets are empty are either inexcusably ignorant of the actual situation or they are deliberately and maliciously dishonest.

Faculty Members Counsel Students

Well, the freshmen who have survived the critical examination of their record and who have been given a good send-off by their teachers and have made a good impression by their own statements, come on to college a week before the sophomores, juniors and seniors arrive. The faculty are on hand to help them to become orientated to university work and life and extra-curricular activities. From ten to fifteen of the novices are assigned to each member of the faculty who has one or two upper classmen assisting him. Each incoming student has a period of informal, friendly talk with his counselors, regarding his aspirations, his desires and his particular problems, if he has any. His counselors give him the benefit of their experience. They have digested his record in the elementary and high school and the statements made by his teachers and by himself, and on the basis of their knowledge of the opportunities in the university, they counsel him how he had best lay his course.

Soon after he enters he reveals his type of intellectual ability in an intelligence test. This is not used by the authorities for the purpose of determining whether or not he should remain in college. He has been admitted and presumably will remain. The test is used for the purpose of guidance in placing him in class and laboratory work for which his ability best fits him.

Then he meets with all his freshmen classmates in a group and listens to members of the faculty and students talk about the facilities of the university and the opportunities and also the hazards of university life, including activities outside of classroom and laboratory and off the campus. Then the student has tests in English, tests in foreign languages and it may be in other subjects that he will pursue, for the purpose of placing him so that he will not be submerged or will not waste his time in doing a lower grade of work than he is capable of doing. Heretofore, freshmen students have been herded into classes alphabetically on the assumption that every one has been capable of doing work in any subject up to a given standard. Following the new plan, stu-

dents are sectioned in every subject according to capacity as revealed in these placement tests.

Then, in due course each student is examined physically for the purpose of determining whether or not he has remediable defects or deficiencies so that he can be counseled in accordance with his physical condition. In the meantime, he has had social contacts with his classmates and with the faculty, so that he has gained friends and the shock of breaking with home attachments is lessened. The upper class counselors have been at the beck and call of the freshmen every moment of Freshman Week. They can be called on the telephone or in any other way to give advice or assistance pertaining to any matter whatsoever.

And so the freshman comes up to the end of the Freshman Week having become pretty well acquainted with the university environment and familiar with the opportunities and the difficulties of university work and the temptations to self-indulgence and to distraction by things of lesser importance. The university authorities have gained as accurate an estimate as it is possible to secure through an analysis of his previous intellectual and behavioristic history and the results of special tests. This is as far as we can go to-day in preventing the tragedy of students entering college and being speedily dismissed therefrom or cluttering up the classes and making it difficult for those who are capable and eager to gain the benefits that should be derived from a college course.

New Jersey Educator Urges Change in Selecting Board Members

Members of boards of education who are appointed for political reasons and not for the understanding they may have of the problems of education were made the objects of criticism by Preston H. Smith, superintendent of schools, Bayonne, N. J., at the Schoolmen's Week Conference held at the University of Pennsylvania. While Mr. Smith's remarks were directed primarily at boards of education in New Jersey he said they were on a par with those in other states, indicating the need of drastic changes of method in selecting the directors of the system.

Criticism against supervisors of education was equally severe. "Disastrous results have occurred," he declared, "when a supervisor, fired with ambition to strike out and do something new, has too quickly changed from a system with tests, charts and percentages to a child-centered school."

The Administration Building—The Newest Unit in the School Group

The growth of the schools in size and prestige has made necessary a separate building from which boards of education and school executives may administer educational affairs

AS THE public schools grow in size and prestige the problem of administering them becomes more complex. Increased administrative activities require expanded physical facilities, a need that is expressing itself in the erection of administration buildings in a great many of the larger cities.

An administration building is the newest addition to the school group in Berkeley, Calif., and was built at a cost of \$67,000 exclusive of the grounds. The ground floor of the building is devoted to the storage of supplies. The second floor houses the business and administrative offices. The third floor contains the board of education meeting rooms together with offices and rooms for the use of supervisors and parent-teacher associations.

Pittsburgh's administration building is one of the outstanding structures of the city both from an architectural and a utilitarian standpoint. It

stands in the neighborhood of Carnegie Institute and the University of Pittsburgh and is an important unit of the group that makes up the educational district of Pittsburgh. It is built of steel frame around a central court on which all of the offices face, an arrangement that eliminates the noise from the street. The exterior is of Indiana limestone. It is a four-story building. Three of the floors are in use, the fourth having been left to provide for the future needs of the district. The structure and its equipment cost \$960,000. The site on which it stands is evaluated at \$212,000.

Philadelphia is making plans for the erection of an administration building to house the entire administrative force of the board of education now scattered in all parts of the city. In addition it will include space for activities looking toward the welfare of those employed by the board in the development of the city's educational



The imposing administration building of the Board of Public Education, Pittsburgh.

problems. The building itself will be of classic design, modernized, U shaped, with an open forecourt thirty-five feet deep by a hundred feet wide facing the parkway. The court will form the main approach to the building. It is proposed to use a stone for the exterior of the building that will give it a softness of tone and at the same time carry out the general color scheme used in the exterior of the Philadelphia Art Museum. All details of construction and of all mechanical equipment will be of modern design and will include many features that are not at this time in use in similar buildings.

Newark Board Has Own Building

The board of education of Newark, N. J., is now officially settled in a new administration building, completed by the city at a cost of more than \$1,000,000 and presented to the board for its exclusive use. The Newark board is one of the few education boards in the United States to have its own building.

With more than 45,000 feet of floor space, the new structure has been planned to provide for the expansion of the activities of the Newark school system, which last year enrolled 85,491 pupils and employed a staff of 2,600 teachers and supervisors. In addition to the board of education building, Newark has two elementary schools now under construction. Future plans include a new industrial arts school and an open air school.

The four-story board of education building is the fourth building in Newark's projected municipal group. Other buildings of the group already completed and in use are the Newark city hall, the police building in the rear of the city hall and the power house in the center of the block. Work is now going forward on a second four-story building which will be used by the municipal courts.

The board of education building has a frontage of 228 feet and is divided from the city hall by a wide driveway. The white limestone exterior of the building is reminiscent of the Italian Renaissance. The main entrance is approached by granite steps and flanked by solid bronze lighting standards. The doorways are arched, with ornamental bronze grilles and heavy, glazed doors.

With the first story as a base, the second and third stories are treated as a unit, with lofty pillars and windows adding to the apparent height of the building. Above the cornice line is the fourth floor surmounted by a railing around the flat and practicable roof.

In the spacious lobby, a subdued light filters through doors and windows and dimly lights the

marble paneled walls. A marble staircase leads to the second floor. The three elevators, their cages and the entrance gates are all in bronze, as are all lighting fixtures. Behind the lobby is a passageway leading from the executive offices of the medical inspection department on one side to the clinic rooms and exercise rooms on the other. This will eliminate the continual passing of children across the main lobby of the building.

The basement is designed as a depository for the whole school system and replaces one complete building previously rented by the board. It is fitted with a variety of sizes of steel shelving for the storage of the books and other equipment. In addition are two fireproof vaults, one for the storage of the films of the visual education department, the other for the preservation of the records of the board. The estimated cost of the vaults is \$40,500. A driveway along the side and around the back permits the transfer of supplies directly to a freight elevator that lowers them to the storeroom.

On the first floor is the medical inspection department, which in moving left vacant a building that is to be converted into a temporary high-school extension. On one side of the main lobby is the registry room to which children needing medical attention must report before being sent to the various clinics. Pew-like benches are provided for those who must await their turns. Adjoining this room are individual offices for the members of the staff, including the head of the department and the supervisor of the work in nutrition. Here also is a large lecture room for staff meetings, and for the pathological and oral hygiene clinics.

On the other side of the lobby are clinics for medical-surgical work, orthopedic, dental and eye, ear, nose and throat work. Each of these clinics has complete, modern equipment. Each has a waiting room to ensure privacy of the clinical work. The dental clinic has chairs and equipment for three dentists.

Room for Corrective Gymnastics Is Provided

In the rear of the building is an exercise room, with dressing rooms for boys and girls. This is in appearance a medium sized gymnasium and is intended for corrective gymnastics. It can be divided into two parts by folding doors. The floor is of a sound deadening composition, while the walls are hung with mirrors so that the pupils may observe and criticize their own work. Essential apparatus is available.

The second floor is principally divided between the attendance department and the child guidance department. The Newark attendance department

At the right is the handsomely furnished board room in the administration building, Pittsburgh. Below is shown the private office of the superintendent.





Ample shelf room for books is provided in the office of the superintendent of public schools, Berkeley, Calif.

stresses the social phase of its work and has a number of trained social workers serving as attendance officers. Included in this department are the child welfare and school census workers as well as the officer in charge of the safety patrol. Each attendance officer has his own desk in one main office, while another office handles the requests for working papers. One room is especially fitted for keeping records.

The child guidance department is designed for the testing and adjustment of children who differ widely from the normal. There are a large number of small offices for the individual testing work of the department, as well as offices for each of the psychologists, social workers and visiting teachers. There also is a library of books bearing directly on this phase of educational work.

On this floor, too, are the offices of the physical training department, with its staff of supervisors, and offices for the manual training, Binet schools and penmanship supervisors. Each was allowed to designate the specific equipment needed for the handling of the records and other material of his office.

Superintendent Occupies One Wing

One wing of the third floor is set aside for the offices of the superintendent of schools, John H. Logan, formerly commissioner of education of New Jersey. A corner room, furnished in walnut, and with a private entrance, is Mr. Logan's private office. The public reaches it through an outer office in which a clerk is always on duty.

Communicating with both rooms is the office of the superintendent's clerk, who has served the board for the last forty-five years and who handles much of the routine and detail work of the

system, as well as acts as secretary to the board of examiners. The superintendent's stenographer is here also, as are most of the current records of the office. Beyond is a large room for the other members of the office force.

Beyond that, in turn, are a conference room and the individual offices of the assistant superintendents, all of which open on an outer office in which a clerk is on duty.

Special Library Serves Teachers

Across the hall from the superintendent's offices is the library, equipped to handle the special needs of the teachers. Copies of all textbooks used in the system are on file there, samples of other texts, a limited number of pedagogical works, reference books and complete files of annual reports, minutes of the board of education and other books.

Next to this is the department of reference and research, and beyond this is a meeting room for the board of examiners, the group responsible for the selection and appointment of Newark teachers. The rest of the space is used for the storage of forms and supplies of the superintendent's office, and for a rest room for the women employees.

A completely equipped moving picture projection room is a feature of the visual education offices in the other wing. Here large numbers of teachers may view the available films and make selections for use in their work. The films are projected on the whitened wall of the room rather than on a screen. It is a windowless, but well ventilated, inside room. Outside it are the offices of the department.

In this wing, too, are offices for the general

supervisor, the assistant supervisor in charge of platoon schools, and the high-school dean, as well as offices for the domestic science and domestic art departments. In one office the domestic art department can prepare and store supplies for use in the schools.

The art department has two large offices in which samples of all problems assigned are kept on file. Teachers may consult these samples and may, if they desire, borrow them. The music department also has two offices in one of which is a piano.

Board Room Handsomely Furnished

On the fourth floor is the meeting room of the board of education, done in Early English style with stained glass windows and a massive fireplace. The furnishings are in walnut. A long walnut table is in the center, a small desk for the secretary at one side and seats for visitors around the walls. One partition is movable so that the room may be enlarged should any meeting attract an exceptionally large attendance. Across the hall is a private conference room for the board, with offices for the secretary and his department. Into the secretary's office are built a safe and vault.

The other wing is taken up with offices for the business manager of the board and his department, and the department of supplies that has charge of all buying and of the care of the building and other property of the board.

The building has been planned and office space allotted on a generous plan to allow for the gradual expansion of the board's activities. While Newark's school population is showing a slight tendency to decline rather than to increase, as a

result of the expansion of the city's business district and the trend of population toward the suburbs, the activities of the board are growing continually, and more and more effort is being made to adapt the schools to the specific needs of every child.

Prophetic of the growth of public-school administration buildings have been those built by the various states from which to regulate state-wide educational activities. The first building in this country to be devoted entirely to the administration of a state system of education was that built by New York State at Albany. It was completed in 1912 at a total cost of \$5,000,000.

The building is of classical design with a colonnade of thirty-six columns extending along the entire front. Behind this colonnade is an ample arcade, the wall being broken by a series of large semicircular openings which allow great window area. The floor of the arcade is constructed of clinker brick brought from England and laid in herringbone fashion. The entire façade is crowned by a solid wall that gives it unity and strength. The columnar treatment is also carried across the ends of the building. Gray granite from Maine is used for the base. The front and end walls and the columns are of white Vermont marble. The rear walls are constructed of a light colored vitreous brick and terra cotta. The roof is of copper with great skylight space. The ground between the curb and the building is laid out with walks, lawns and barberry hedges. There are also granite pedestals for vases. Norway maples are placed at the curb along the front and ends of the lot.

The building is four stories high. In the basement are the printing plant, the order section and

The board of education building in Newark, N. J., is one of the few of its kind in the country.



the loan section of the visual instruction division, the engineer's room and cleaners' rooms, storage rooms, a driveway and court for shipping purposes, ventilating, heating and lighting apparatus, workshop, bindery, a huge safety vault and the lower floors of the great bookstack of the library that are carried about thirty feet into the ground.

The regents' room is on the first floor. It occupies the southwest corner, and has walls of Indiana limestone and an ornate ceiling of oak with composition ornament. The rooms of the president of the state university and the commissioner of education are adjacent to the regents' room. Upon the walls are painted the seals of the colleges and universities that are members of the University of the State of New York. Other offices on this floor accommodate the deputy commissioner, the assistant commissioner for higher education, the assistant commissioner for finance, the administration division, attendance division, school buildings and ground division and visual instruction division.

To the north of the circular central rotunda on the second floor extends a great vaulted corridor leading to the general reference reading room. To the east a shorter vaulted corridor leads to the periodical room and medical library and to the west a similar corridor leads to the law and legislative reference libraries. The mural paintings placed on the walls of the rotunda and corridors consist of thirty-two panels.

The offices of the examinations and inspections division and the professional examinations bureau are on the northwest side of the third floor. On the south side are the offices of the assistant commissioner for vocational and extension education and the other officers connected with that division. The library extension division occupies the northeast side and on the south are the archives and history division, library for the blind and teacher training division. The main reading room of the library extends through the wing on the third floor.

The fourth floor is devoted to the state museum. The office of the state board of nurse examiners is also on this floor.

How New York City Plans for Its Unemployed Women Teachers

In New York City 1,300 women teachers are awaiting a chance to teach but for whom no vacancies exist. In the schools of the city are also women teachers who are interested more in other fields of work than in teaching, but who hesitate to give up their teaching jobs because of the ex-

aminations they must take if they should wish to resume teaching after they are away from the schools a year or more.

To give the 1,300 unemployed women teachers an opportunity to work, and to give the others an opportunity to try other attractive vocations, New York City has made a ruling that the teacher who enters another field and later may wish to return to teaching may be rehired without undergoing an examination, provided the application is made within five years.

Simplify Curricula Is Advice of Florida Educator

That education, like legislation, may become too highly detailed for general use and efficient operation, is the warning sounded by Dr. John J. Tigert, president, University of Florida, and published in the *Journal of Education*.

Simplification and cutting of the curricula in educational institutions is one of the methods suggested by Doctor Tigert to eliminate wasted expenditures and to establish the operation of educational machinery on a business basis. He points out that American students are graduated two years later in life than those in European schools.

Secondary Education Increases High-School Enrollments

According to data compiled by the federal department of education more than one-half of the country's population of high-school age is in actual high-school attendance, and a greater opportunity for high-school attendance is offered to city than to rural youth. Considering the city boys between fourteen and seventeen years of age, there is better than an even chance that they will have the opportunity to attend high school, whereas the odds were seven to one against their fathers having the same opportunity in the year 1900.

The figures show that high-school enrollments have more than doubled since 1920, and it is believed that the extension of secondary education to include in its junior high school some of the grades formerly assigned to elementary schools accounts in some measure for this growth.

The larger city-school systems are expeditiously placing more and more of their pupils in the junior high schools, while the smaller systems are less rapidly but quite consistently also adopting the junior high-school system.

A Serum for School Boards

To fill a board with healthy, honest patriots gives only a temporary benefit. The whole school-board system needs inoculation as a preventive measure against board distemper

By WILLIAM McANDREW, U. S. S. S., RETIRED

AS a private citizen who considers that public education offers the brightest promise for the progress, prosperity and perfection of the Republic, as a beneficiary of school-board service for fifty-three years, I have tried to put my gratitude into two previous articles in this magazine.

I have gone on the assumption that the voluntary and unpaid service of the million patriots who have given their time to board service, that the amazing growth and advancement of public education, require that every American who is asked shall offer what assistance he can to the always proper obligation of improving public works. Our schools have done so well under our American system, its scandalous outbreaks of managerial vice are so outrageous and unnecessary, that discussion of the diseases to which board service is susceptible is worth more than the flattery with which board members are often fed at commencement exercises and school dinners.

This is no wail of disappointment. School boards erected buildings and employed teachers, without which my sixteen years of free schooling would have been zero. School boards gave me employment for thirty-seven years in the most interesting, varied and worth while occupation known to man. They gave me comfortable buildings to work in, efficient helpers, convenient equipment, adequate time for recreation. The best types of public service I know of have been rendered by members of school boards. The most of what I set down here is what they said or subscribe to. So, let me try a diagnosis or two, such as the worth of the patient justifies.

The observation of Eliot and Charters, of Finney and Barr and Burton, of almost every essayist on school management who has written within

the last ten years, is that school procedure is woefully behind the practice that experimentation and research have shown to be efficient. Finney doubts whether such teachers and school officers as we have are capable enough to bring teaching up to known standards of success. But Finnegan, by putting the schools of Pennsylvania under the best prepared supervisors he could find, Ettinger, in New York, by training the supervisors already in the system, did indisputably push the actual classroom service toward the best results as formulated by the accepted writers I have just named.

Between the optimism of Helvetius, the founders of American public schools and William Bagley on the one hand, and, on the other, the fatalism and discouragement of the Termanites, all the school boards I know of have had spells of leaning toward the view that there is danger of making the schools too efficient. If there are cases in which a school board has asked the superintendent for a report on how it could help him to better the school service, the member of such a board who knows of the circumstance should blazon it on the pages of this magazine to shine like a good deed in a naughty world. Benezet, who, as superintendent, wrote reports possessed of singular interest, never found any board members who read his

or any other school report. Allen surmised that the reason for this is that the reports are so dull. But you may be sure there would be a briskness and glow to them if the writer knew that those to whom they are addressed had knowledge of and interest in the field covered.

From that remark you will get a suggestion that it is the duty of boards of education to develop a superintendent so as to secure for their community better schools. You know how in-

The Last Shot

WE HAVE printed William McAndrew's cheerful and lively sketches, "School Boards From Below," "A Disease of School Boards," and still the world rolls on. Therefore, we dare present his final offering, "A Serum for School Boards." There will be those who do not agree with him. He will be sorry, but he is used to it. He relieves us from all responsibility for his proposal. It carries its own argument.

sistent superintendents are that principals and those in direct supervision of teachers shall strive to develop the skill and value of the classroom workers.

You know how the board of directors of a sugar refining corporation works to let a manager who is successful know that they want him to succeed and to grow in success. The boards of education that persevere in a policy of developing a superintendent and of being proud of his reputation ought to be listed for the benefit of those boards that turn promising professional material into confirmed incapables. Every book on school management you ever read assumes that the main task of a superintendent is to see that the most valuable training known is given to the children. The whole theory of organization is that the board is the main helper of the superintendent toward that end.

A new superintendent comes from his preparatory courses enthusiastic for advancing instruction all along the line in the system. If he finds a school board more desirous of doing things themselves than of getting them done by their professional agent who has spent his years in learning the science, the public is a pitiful loser. You know board members who want to turn the switches, make the time tables and blow the whistles. You know presidents who are great for "the open door." They hold Saturday morning receptions. Sad-eyed creatures sit in the ante-room and are admitted one after another into the private office and encouraged to enlarge upon their grievances. The persons complained of are not present. The alleged hardship is presented with little attempt to cite any of the circumstances connected with it. The reputation of the absentee suffers. The mind of the official listener is poisoned. Mr. President becomes a colleague of spies. You never read any book on management of any organization that did not condemn such a practice as defeating the object for which the organization was formed.

"Nursery" for Informers

In Newark this practice was perfected into almost a nursery for informers. Mrs. Spotter had her evening on Fridays. Miss Lunnette desired anonymous letters as more likely to be free from fear. We used to see that philanthropic New Yorker, Trustee Fixit, going the rounds of head-quarter offices with his fist full of letters and asking why Mabel Flapper, teacher in the Jenkin School, couldn't leave her class whenever she was called on the telephone or why Anna Hier had to teach less oral and more silent reading.

Any superintendent who has board members

calling on him to ask what's new and good in the way of civics teaching, any superintendent who has had board members who persistently declined to meddle with the superintendent's responsibilities ought to publish the fact for the benefit of a waiting world.

I have had that kind. My first one was Charles Moore, a member of the school board of St. Clair, Mich. "See the superintendent. If he doesn't satisfy you, appeal to the board. They'll take it up," was his invariable advice. Never once did a board member offer to interfere with the running of the schools in that blessed town when Charley was on the board.

In New York we had three presidents, at intervals, who had a different phraseology for the St. Clair advice, but the substance was the same. To work under them was to approach toward Utopia. When ordinary board members came in with their demands the polite rejoinder, "Please see the president," could be uttered in all seeming oblivion of any joke hidden in the words.

Keeping a Board a Board

This Charles Moore idea merely expresses the fundamental theory on which school boards are constituted. Charles Moderwell, when president in Chicago, put it simply and truly enough: "We are a board. We should act as a board and not as if we were separate school officers."

As I see it, the failure to be a board, the assumption of personal office, is the main manner in which the members break a superintendent or paralyze what managerial powers he may have. The mere labor of searching files and collecting facts to answer the inquiries or meet the request of individual members spoils many a day that might have been used for improving the work of the schools. The strain of being much on the defensive showed in as big men as were Cooley and Maxwell. Board member interference broke Ella Young, Chicago's noted woman superintendent. The newspapers reported her as saying so. Chadsey estimated that to be required to devote 90 per cent of his strength to opposing the encroachment of a school board upon the superintendent's legal responsibilities, with only 10 per cent left for regular service, wasn't according to the books he had written. He went to a situation where time could be used to better advantage.

Engleman, if his remarkable record of previous services and the development of his talents and experience had been considered, could have been nurtured by his school board into the greatest benefit Terre Haute ever had. His school board missed the one great chance it had to render superb service to its city. They injured Engleman

some. They injured themselves more. They hurt Terre Haute the most.

In cases where school boards balk a good superintendent, the full force of the outrage upon the city is often hard to realize if protest is made by the ousted official. "Of course," it is said, "he will try to make out that he was one of the finest." But when Brother Bryan, the president of the university, and familiar with school procedure in his Indiana and in the whole country, characterizes the public-school superintendency as the most hazardous of occupations, it is not too much to say that there is a big mission open to school boards in making the position safe, strong, respected and productive.

In hundreds of cities the post isn't safe. Wherever the partisan politician has power over the schools, the boss or his mayor holds the superintendency in his hands. Appointed or elected, school boards in enough American cities obey the machine to make politics one of the worst diseases threatening education.

The superintendency is not strong when its term is too short for a man to make his surveys, find the good and poor spots, outline the objectives, organize for taking them up, slowly enough to secure success and avoid bewilderment. The theoretical period for a pupil's school life is now thirteen years from kindergarten through high school. Any productive work that changes managers and methods over and over again during the finishing of one lot of raw material, is, of course, an absurdity. A superintendent's stated term should be not less than thirteen years. Wherever he starts he should serve a three-years' probationary term, during which time he should be watched by trained experts, advised of his deficiencies, and refused certification if he doesn't make good. Who is going to attend to this? The state, of course, as in the case of pharmacists and veterinary surgeons whose value is no greater than the director of the upbringing of children.

Education Declared a State Function

All the courts hold that education is a state function. The people of the whole state, through their representative legislature, establish and control schools, as a state, and not, for the largest educational services, as if the real representation were the local school board. However chosen, the school board is a state agency.

The superintendent probationer, when approved and reaching the end of his preliminary term, should be assured of thirteen years' employment. The city he serves should be ensured against his leaving before the end of the term. This may seem hard on the superintendent, but schools are

not maintained for his benefit. The state should so adjust salaries that the superintendent of Ypsilanti schools would not be lured off to Ann Arbor. See to it that a superintendent will become as permanent a citizen as the average grocer or college professor. Don't tear up his roots of friendship and break up the social life of his wife and children by driving him to seek employment elsewhere. Schools are doing better service wherever they are stabilized by giving teachers a dependable tenure after probation. Good school service depends more on stabilized supervision than upon the retention of the teachers in their positions. One reason for the lack of respect for superintendents is that their foothold is so uncertain. Few people care much for a man who can be upset so easily.

The People, Now, Do Not Control

The objection to this plan, that it would take the control of the schools away from the people, doesn't stand examination. The people had no control of the schools when Francis, Ettinger, Van Sickle, Corson, Chadsey, West, Engleman or any other good superintendent was put out. If the people, under state protected tenure of the superintendency, desired a school head removed, they could ask for an appraisal of his work by their own state officials and be more sure than they are now of a fair decision on the basis of merit.

A school board whose superintendent is safe from the personal interference of members would lose its chief indoor sport, but it would come, as a board, into greater comfort and respect when the things that now bring the most humiliating of newspaper criticisms upon it, school fights, would be no longer productive of the favorite excitement—the discharge of the superintendent. As it is now, the bigger the gun, the more fun it is to fire it off. In not a few cases the desire is a real itch.

The essential proposition I am submitting for your consideration is this: that the management of successful productive organizations ought now to be imitated by school boards. The policy of which more is needed is that of abstention from personal activity in the system, the observance of the correct principle of board control, namely, action as a board, not as individuals. Mr. Superintendent will have to endure a similar restraint and stop working on individual members to obtain enough votes for his pet measures.

The majority of board members who, if any, read this proposal, are at the present moment enjoying in their organization such harmonious, such satisfactory relations in the conduct of school business that all I have set down here

seems to them either rhetorical or rare or remote. That's the trouble. The healthy man doesn't want to be vaccinated. But no city is immune from board distemper if it has no prevision against it. Survey the large cities. Every school man can recount the disasters that crippled the school systems of New York, Chicago, Boston, St. Louis, Minneapolis, Baltimore, Los Angeles, San Francisco, Indianapolis, St. Paul, Akron, Fall River, Tulsa, San Antonio, Winona, Pittsburgh, Columbus, Newark, Terre Haute, Denver and St. Joseph. The lovely little towns where everyone knows everybody have taught school men always to be looking for a bigger place. If you draw a map omitting places whose school boards have disgraced the principles of fair play, good management and devotion to the public, it will look like the great American desert. Your board is changing its personal make-up all the time. It needs an unbreakable rule passed by the legislature to prevent boards from havoc.

"Disease" Serum Needed

That is why I make bold to observe that a serum is needed to save school boards from inflicting upon school systems the diseases of personal favoritism, political influence and meddling with the responsibility of a superintendent. The fiction that he is the board's executive to carry out its policies is exploded. Both board and superintendent are creatures of the community established by the legislature and deriving powers from the people through it. The superintendent is the policy maker. He is trained. His certificate comes from the state.

To define the two functions, that of the board and that of the superintendent, is the outstanding duty of those citizens who intend and desire that the American school system, originally the most adequate in the history of the world, shall function so that its product shall be as nearly perfect as research and experiment can make it. These are the pioneers that will bring the service of school boards to the efficiency the public deserves. Already they have put the teaching of fundamentals, the conduct of supervision, the survey of needed sites, the planning of buildings, into the domain of exact science. They will show by proved percentages what school-board procedure accompanies and ensures the best educational results. A community will learn why its children are so much more poorly taught than those of a neighboring city. In the meantime, there are enough known principles to enable any honest majority of any board to guard its schools against damage by itself. That's what rule and law are for, isn't it? It is.

Are the Public Schools Worth Five Cents a Day?

How inexpensive schools are!

As an argument to retrenchment propagandists, Joy Elmer Morgan, editor, the *Journal of the National Education Association*, points out in an editorial that less than five cents a day per capita of population is being spent for education.

"The United States is saving about 15 per cent of its income," the editorial continues. "Certainly a nation that can show such a record need have no fears over the expenditure of 2.68 per cent of its income for education.

"According to Bureau of Education figures the total expenditure per capita of population for education was only \$16.25 in 1924; \$17.15 in 1925 and \$17.50 in 1926. School costs have increased rapidly, but not so rapidly as have the demands the public has made upon the schools. The standard of living has gone up and education is an essential element of that standard.

"All that we put into the schools comes back manyfold. We put a dollar into education and gather two from our commerce; we build technical schools and found new industries; we draw four million of our young people into high schools and lay the foundation for a new civilization. We cannot afford to starve education. Let us rather insist that money wisely spent for good schools is an intelligent investment that every community should make according to its resources, its needs and its ambitions for its children."

Objectives Adopted by Princess Anne County Board

Objectives adopted by the school board of Princess Anne County, Virginia, according to the *Virginia Journal of Education*, are summarized as follows:

A school term of nine months for all the schools.

All the children of all the people in school.

A competent teacher in every class.

A salary scale commensurate with the training and efficiency of teachers employed.

Not more than thirty-five pupils to each teacher.

A system of supervision for the county.

Adequate system of transporting pupils under adult control.

More adequate financial support by cash appropriations to schools.

Consolidation of small schools into centrally located schools as rapidly as possible.

The New English Classroom Gives Life to an Old Subject

The formal recitation is abandoned, emphasis, unity and coherence are vitalized and a creative environment is provided for the initiative, resourcefulness and originality of the pupils

BY ARTHUR R. SHIGLEY, DEPARTMENT OF EDUCATIONAL ENGINEERING, WARREN S. HOLMES COMPANY, BOSTON

THE proverbial log of Mark Hopkins' fame made no essential contribution to the educational environment surrounding the famous pedagogue. There was no necessity. Mark Hopkins was enough. Fortunate indeed was the learner privileged to lose himself in the radiating inspiration of this great teacher.

Proper Environment Means Much

Outside of a happy contrast and a play of words, however, no one has even mildly suggested that the "learning situation" might not have been vastly improved under the supplementary possibilities of a more comfortable physical environment. In fact, every observing teacher recognizes that it is the environment that functions as the nurturing and stimulating medium. Teachers, supervisors and classmates stamp upon the

child the image of their habits and character. Thayer says that "a human being grows like a snowball endowed with the capacity for self-propulsion. As it rolls along it takes up into itself what it passes over, and its constitution at any moment determines what it will pass over and collect unto itself. The teacher and the textbook are no longer to dominate the situation as they once did. On the contrary, the child's cooperation and initiative are all important and his interests are ever the seed for later harvests."¹

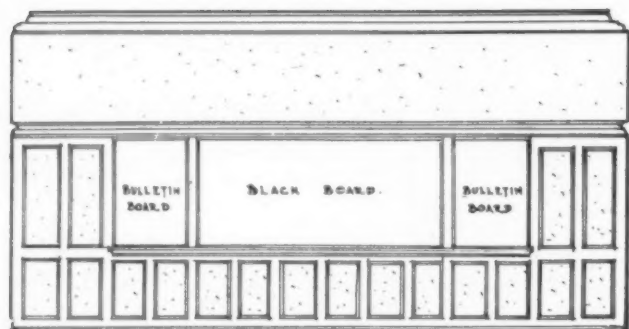
New Trend Forsakes Formalism

This newer trend in educational philosophy is a distinct departure from the "pouring in" process implied in Spencer's tribute to a remarkable

¹ Thayer, V. T., "The Passing of the Recitation," D. C. Heath Co., Boston and Chicago, pp. 117-118.



The small stage in the English room in the Romeo High School, Romeo, Mich., allows pupils to dramatize their studies and provides a valuable aid to group meetings and club activities.



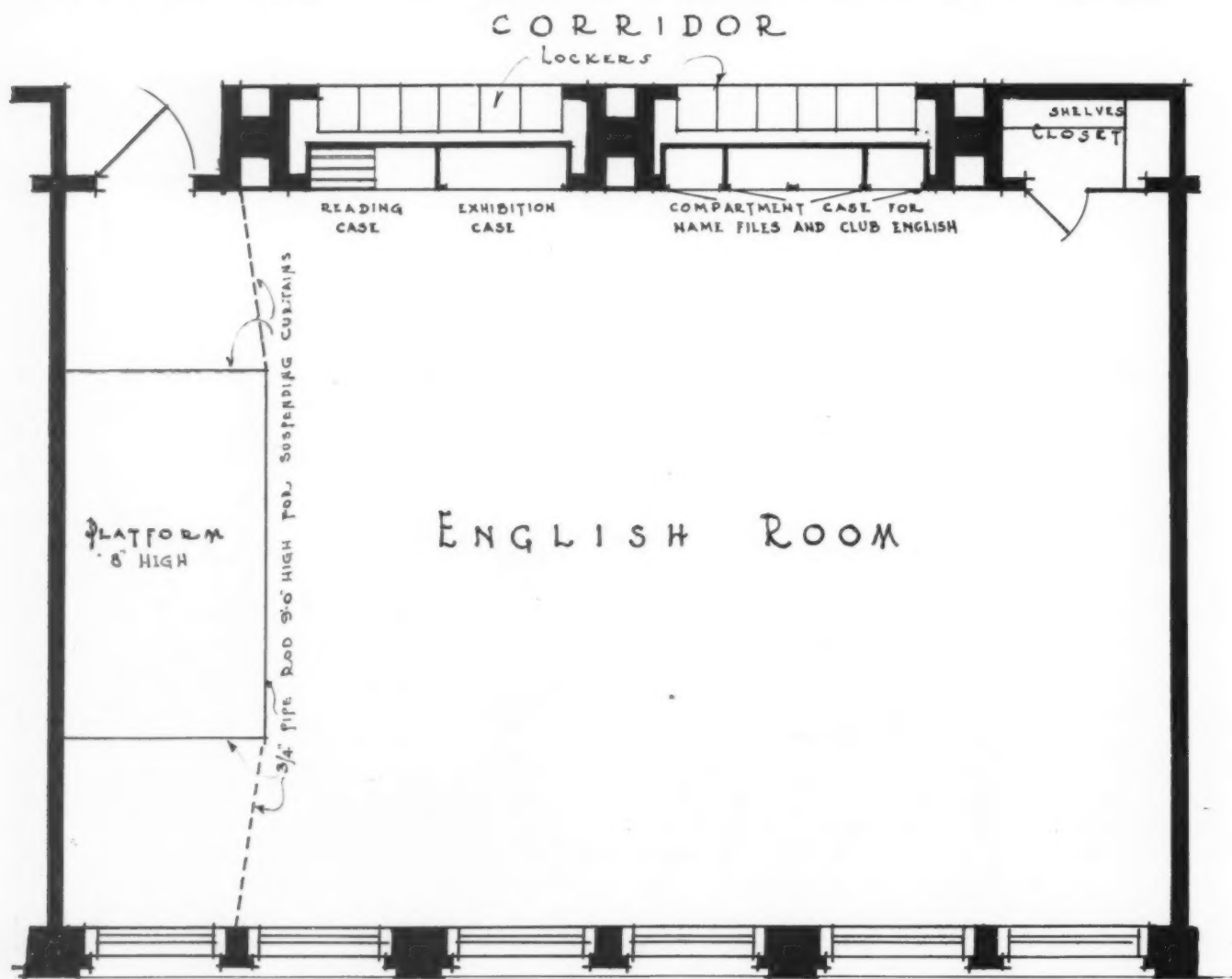
Rear elevation of stage, Romeo High School.

teacher and to the formalism still resident in thousands of our classrooms. The inertia of a large number of conservative teachers and superintendents trained in the theory of formal discipline and in the philosophy of Herbart will not allow them to respond quickly however. Dewey, Judd, Kilpatrick and Thorndike demand a new viewpoint from which teachers are to regard their relation to the child and his responsibilities and to require a different kind of a place and an

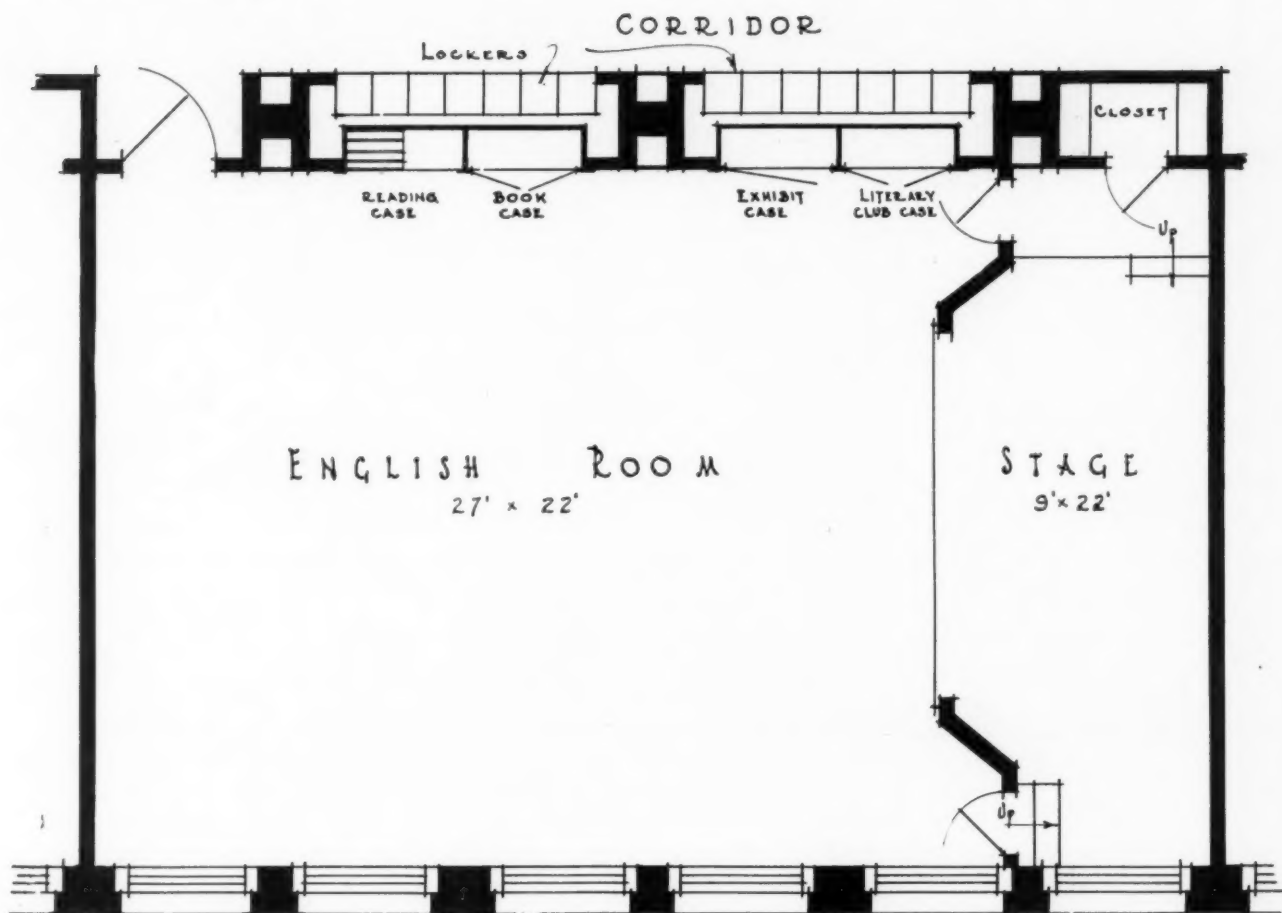
entirely different setting for his classroom instruction.

The ordinary classroom with its depressing monotony and its lack of adaptation to the needs of the pupils fits the antiquated formalism of yesterday and to that extent offers no incentive to the cooperation and initiative of children to-day. One needs but to ask oneself what educational opportunities the classroom offers to become acutely conscious of the advantages that should be provided.

The modern English classroom, along with other classrooms, is abandoning the formal recitation. It has an atmosphere and spirit of self-directed learning. Through the teacher's rôle of guide rather than disciplinarian individual and group responsibilities are organized. There is provided also a creative environment where the initiative, resourcefulness and originality of the pupil not only lend interest to the activities of the classroom but in some measure prepare him to exercise judgments and to arrive at decisions during his school days that will be helpful to him in



Floor plan of the English room, Milan High School, Milan, Mich., showing the platform at one end.



How the stage, reading and exhibit cases are arranged in the English room at Romeo High School.

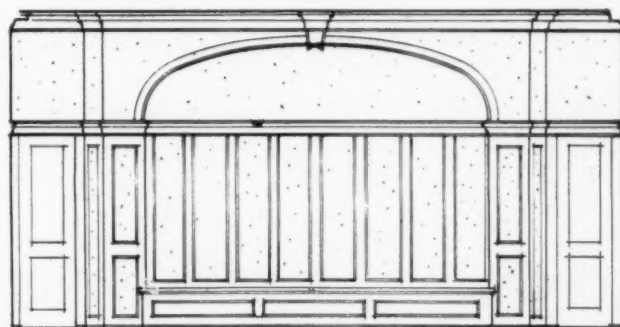
his later life. To certain satisfied souls with closed minds who are seeking only "emphasis, unity and coherence," serious difficulties in reckoning with the incoming tides of modern educational trends are certain to be encountered at this point.

New Program Calls for Much Activity

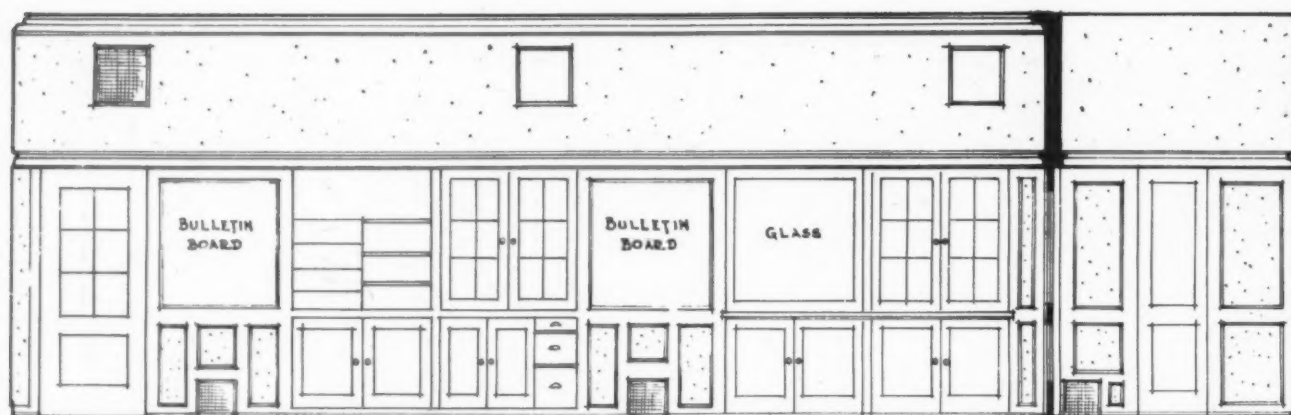
In the new English classroom pupils are active and the plan and arrangement of the room must provide for their activities. Here pupils are doing things, and doing may mean driving nails as well as reading "The Story of Philosophy." The room itself should be 22 by 28 feet or 22 by 30 feet and should have as one of its essentials a small stage at one end 10 by 22 feet, requiring a total floor area of 22 by 38 or 40 feet. In an activity program a senior pupil might clarify his ideas about English literature by making a detailed study of the Elizabethan drama, by the planning of a Shakespearean stage or by an impromptu dramatization of his favorite novel. One act plays, debates, public speaking and dramatics in their various forms help to make English a living part of the curriculum when the room design suggests natural and easy relationships. A small stage is a decided advantage to

every English room, but it also serves an added purpose for small group meetings of parents, for debating societies and for club activities. When funds are not available for additional space, one end of the classroom itself may be curtained off for use as a stage. A low platform is not expensive to build and adds immeasurably to the effectiveness of program presentations. Parent groups using such a room for their meetings often are willing to aid in completing their equipment.

The modern English classroom should provide abundant book storage. In fact, the place should have the appearance and the atmosphere of a small library. Librarians will look upon this as rank heresy and resent the trespass upon their



Elevation of stage, Romeo High School.



Elevation of cases, showing bulletin boards and shelves, Romeo High School.

particular field. Yet the artificial separation of children from books, although splendid for administration purposes, does not fit into the activity program.

Magazines Are Silent Teaching Aid

A small reading case where standard magazines introduce themselves to inquiring minds becomes a silent teaching aid. The case should be fitted with one or two standard letter file drawers where pupils may be taught the habit of selecting good reading matter in current literature. Each pupil should have his tagboard folder in which he keeps, in the letter file drawer, such material as current book reviews, newspaper comments upon the various writers and their works and notations from magazine articles. Rightly used it proves effectively that English is not merely a classroom

subject but a valuable factor in general training.

An exhibit case where rare volumes may be safely displayed or where a book lover's map of England, made by the pupils, could be shown assists greatly in amplifying the educational experience of the pupils. The dimensions of such a case should be approximately 3 by 4 feet. It should be fitted with a glass door, glass shelves on adjustable brackets and should be well illuminated.

Bulletin Boards Used for Displays

Three separate bulletin boards of cork or masonite furnish additional display space for illustrative material from well known newspapers, such as news items, editorials and illustrations from rotogravure sections. Additional tacking space is placed above the front blackboard, to-



The formal arrangement of desks has been abandoned for one of more friendly atmosphere in the literature room in the platoon school, Benjamin Franklin School, New Britain, Conn.



When funds are not available for regular stage facilities, one end of the room may be curtained off for dramatization activities, as shown in the English room of the Milan High School.

gether with a requisite amount of an adjustable map rail.

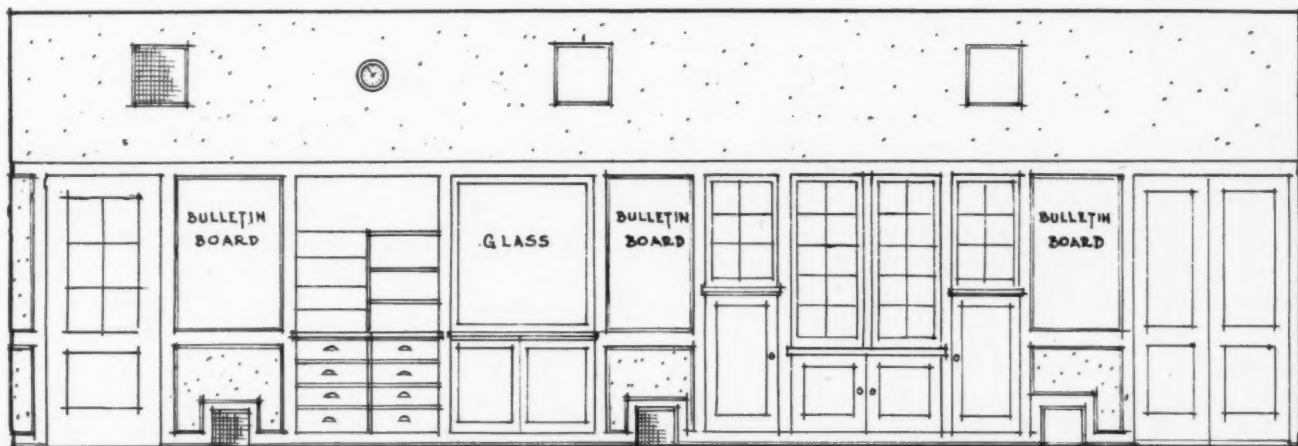
The reading and exhibit cases are recessed in the wall spaces between the ventilating piers and therefore are as much a part of the room as is the blackboard. Window draperies of bright colored fabrics but hung to exclude no light help to give a homelike atmosphere.

Tables and chairs replace the ordinary stilted rows of fixed seats. Pupils frequently work out their assignments in groups and therefore movable tables and chairs that may be readily adapted to the various classroom activities with little

effort are an advantage in this room which may be used for almost any kind of demonstration from day to day as the various classroom activities demand.

Facilities Aid Teachers

The facilities of such an English room will coax even the most formal teachers to engage in those phases of English teaching that vitalize the subject and make it real in the every-day life of pupils. The work of the school architect is to build toward ideals and practices that mark not the commonplace but the best in education.



Elevation of cases, English room, Milan High School.

Keeping the School Board Informed

It is the school superintendent's duty to devise an informational program whereby board members shall have practical knowledge of the functions and needs of the schools they direct

BY ARTHUR B. MOEHLMAN, PROFESSOR OF ADMINISTRATION AND SUPERVISION, UNIVERSITY OF MICHIGAN

ONE of the serious problems confronting the superintendent early and late in his career is to keep the board of education intelligently informed of the purpose, value, conditions and needs of the public schools under its direction.

This is essentially a division of the general informational program. Those who recognize and solve the difficulty through the application of an intelligently developed technique are among the most successful executives; those who fail to recognize its vital importance move more frequently and in many instances are forced to turn to some other activity in middle age.

Problem Infrequently Solved

If so important and so easily recognized why is the problem not more frequently solved with success? There are a number of reasons, among which might be listed lack of understanding and appreciation of a sound technique; timidity towards board members resulting from such absence of control; inability or absence of desire to organize a definite program to achieve this purpose, and the paucity of literature upon the subject.

Every school-board member should be familiar with the problems in three branches of the educational field. The first of these is the purpose of the board of education in a democratic society; the second, the best method of functioning to achieve this purpose, and the third, the general trends and conditions of educational thought and practice.

The first two problems are usually the most difficult for the executive to solve. Some superintendents feel it to be presumptuous for them to attempt the education of the board. Others do not remain long enough in one position to win the confidence that is essential to understanding and leadership. Still others look for help to the outside, trusting in the gradual absorption of new points of view through visual and oral means.

The executive has two general means available to carry on the education of the school board.

These are the direct and the indirect methods. The direct method consists in the development of unobtrusive leadership based upon confidence developed through constant social contacts. As confidence in the superintendent grows the education of the board member to a realization of current ideals, standards and practices becomes increasingly easy. The indirect method consists in exposing the board member to stimuli from the outside without comment or suggestion from the superintendent. For example, the board member might be encouraged to attend professional state or national conventions and to read professional magazines and books. The means involved in either case will vary in individual cases but a well rounded program, upon either the direct or the indirect basis, includes social, oral and visual means in achieving the objectives.

Which of the two methods is the more desirable for the executive to use? No final answer can be given. Circumstances and conditions will determine the selection. In general, newcomers to a situation will probably consider the indirect method as the easier means of making a beginning. Superintendents long established consider the direct method best. There will always be occasions under any given situation when both methods can be merged to advantage.

Policies Suggested in Books

Within the past two years a series of books have been published dealing either directly or indirectly with this problem. Since none of them has been reviewed in *The NATION'S SCHOOLS*, it may be of interest to superintendents and school-board members to consider them collectively.

"The Legal Status of City School Boards," a doctor's dissertation by Grover Cleveland Morehart, is an attempt to determine the legal status of city school boards so that board members may know what they can and cannot do. Mr. Morehart goes further than the mere determination of a school board's power, however, and after discovering the present status uses the available criteria for evaluating present conditions and then

offers suggestions that will be of value in school code building.

Insofar as the author points the way to possible improvement, this publication is of more than ordinary value to school superintendents and school-board members in its direct application to current problems. The basic facts of legal status of the city school board are brought together in concrete and condensed form so that all of the principles are easily available. So far as reading by the layman is concerned the possible criticism might be that there is too much condensation and not sufficient explanation for easy understanding of the author's meaning. The absence of full and explanatory footnotes and the method used in presenting the bibliography of original and secondary sources are such that the reader who is interested in further study of some of the original material is handicapped rather than helped. While this is in accordance with some of the recent space-saving methods of bibliographical presentation, there is little of immediate aid to the reader in this method.

At the close of the dissertation, allocated as appendix material and not as an integral part of the thesis, is presented a suggested model act to serve as an ideal in preparing further legislation. This is based upon study of current practice, current trends as indicated in city school surveys and the recommendations derived from the thesis study.

Suggestions Are Helpful

Many of the suggestions are excellent and if followed would tend to improve administrative practice. There is no functional organization of the items in the model code and therefore no new contribution, except for the inclusion of only the better practices. General and administrative law are mixed together, as in many recent enactments. Since this is presumed to be a model for future use there should be a clear contrast between general law (or policy) and administrative law (means of procedure). It is extremely doubtful whether the state should enact minute administrative procedure and detail. The result is lack of elasticity which tends to hamper rather than stimulate growth.

Again, the law should provide for minimum essentials without attempting to set up hard and fast administrative standards. An example of this is the author's presentation of budget balance as legal standards. We know too little as yet with respect to proportional weighting of activities and there are too many variables in actual practice to make proportional budgeting an integral part of a legal code.

The first part of the dissertation may be read with considerable value but the model state code for city school districts should be considered rather critically as a detailing of many desirable practices, without acceptance as a basis for future legislation.

Of much more practical value both to school-board members and superintendents is the functional code adopted by the board of education of Hamtramck, Mich., as one of the products of the continuing self-survey. This represents the best theory and practice, it is functionally organized and has been in actual operation for several years. It may be considered therefore as practical for current use.

The code has two large divisions. The first deals with the general policies of the board of education with respect to purpose, organization and the relationship of complementary activities to the instructional process and to organization. The second part considers means of procedure for executing the policies of the board of education upon the same basic division.

Board Adopts Functional Code

The publication, the first complete expression of functional organization in written form, definitely provides for the board of education as a legislative and appraisal body, with the executive function completely delegated to a professional educator, the superintendent. The purpose of public education is considered as the development of "individuals who can live successfully in a democracy. Successful living means that: (1) They must be able to see the problems in their own lives and in social life; (2) they must be able to solve these problems successfully, and (3) they must take the necessary steps to achieve the solution." The purpose of organization and the consideration of the participating agents are definitely stated as follows: "The function of organization shall be conceived as a means and not an end, that is, the worth and value of all agents and agencies shall be considered and changes shall be adopted, on the basis of their contribution to the achievement of educational objectives."

A comprehensive statement of the superintendent's function is developed as a basic policy. Clear-cut distinction is made and technique is developed whereby the delicate problem of administrative supervision and creative instruction are functionally organized. The duties of each agent and his responsibilities and purpose to the main organization are carefully outlined. One of the best features of this school code is that it is actually in successful operation, thereby meeting possible objections that the concept is purely

theoretical. Carefully read, considered and digested, it should be a valuable instrument in the education of the board to its purpose, function and possibilities.

"Public School Relations" brings together in book form all aspects of educational activity and shows the various possibilities of their organization as contributing factors in the development and growth of public education. Dean John W. Withers, New York University, says of this book: "Here we have a problem of school administration to which, notwithstanding its importance, little study has thus far been given and upon which there is at present very little of value in the literature of education. To one important phase of this problem, that of interpreting the schools to the community, the present volume is the most valuable contribution that has yet been made." It is of direct value to the superintendent in bringing before his school board the necessity for the continual education of all groups—board of education, professional and nonprofessional agents and the community.

"The School Board Member" by John C. Almack is one of the first attempts to prepare a generalized book directly and specifically for school-board members. The author opens with a discussion of the personnel of the board and the problems of the individual members. Efficient organization, educational planning, employment and finance management are all considered at length but in so easy and conversational a style and in such simple language as to be easily intelligible to the layman. Some of the classifications and presentations might be criticized if the book were planned for other use but in view of its purpose there can be no vital objections to it.

Entire Problem Not Considered

On several points it is doubtful whether the author considered the entire problem. In discussing relations within the board the impression is given that unit agreement upon all questions indicates carelessness. Under certain conditions this may be true but a careful study of the purpose of the committee might cause a revision of this statement. Under the most approved organization the board meets in committee to consider problems of the whole board. This is an educative device and the problems are threshed out thoroughly in discussion. No final decision is made until this discussion has had time to result in the formation of mature judgments.

Finally, action is taken when there is unanimity of opinion. The outcome may not be in accordance with the original proposition but may be rather a working compromise to which all can

agree. In the regular meeting, it is then possible to secure a unanimous vote on all matters submitted. If this procedure is followed it is better to consider a reasonable compromise, which a solid board can present to the community, than to force through a certain item that commands only majority support. A consistent use of the committee in educating members of the board of education will do much to solve the problem of how to keep the school board informed.

The outside survey is favored as a means of periodical appraisal by the school board of the operation of the educational plan. Under a truly functional organization, the need for such service is extremely doubtful. Whatever the outcome, the psychological attitude of the community and of the organization towards outside investigation appears to outweigh its value. This does not mean that the outside survey does not have a possible function but rather that better results can be obtained and finer progress made through the development of a self-continuing survey within the organization. Publicity is mentioned but there is no organization of the entire problem as a definite program of community education. While admitting the need for publicity, the writer does not appear to have a real grasp of this field.

Advice on Selection Well Balanced

The suggestions with respect to the selection of a superintendent are generally sane and well balanced, but it is difficult to see why the commercial and the professional placement agencies of colleges and universities are considered upon the same level. Certainly there is a vast difference between the two. I believe the board of education would be best served in the selection of an executive by going directly to the state university for advice before starting on a statewide search for candidates. In case of doubt on any problem the state university will probably be best able to offer constructive assistance.

Taken as a whole, in spite of its lack of functional organization, "The School Board Member" should be valuable for school-board members. Wise superintendents will see that every board member reads it.

"The City School Board Member and His Task," by Edgar Mendenhall is a catechistic organization of practically the same material covered by Almack. The catechistic style, desirable in a high pressure selling campaign, does not appear to be well suited for the purpose. There is little conception of the logical organization of the school administration problem and traditional practice prevails. Terminology is loosely treated. The words "function" and "activity" are inter-

changeably used. One illustration of inadequacy is sufficient. The writer states that the school-board member should be familiar with the following facts: financial condition of the school system; something of what other comparable cities are spending for school support; the trend in school costs as compared with other public expenditures; number and general condition of school buildings; number of teachers; the relation between salaries and the cost of living in the community; approximate number of children enrolled.

The entire purpose of public education, its problems, practices and needs are entirely omitted and apparently not considered as anything that should concern the school board. In other words, the continuation of current practice in which the average school board does just what is stated above, to the great detriment of education, is considered as the standard to be approximated. Some interesting information, quoted from the publications of others, is included. It is difficult to consider this publication a contribution to the field of literature for the school board.

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Five Distinct Levels in the Present Educational System

The growth of secondary education continues at almost undiminished rate. At the present time more than one-half of the population of high-school age is in actual high-school attendance. According to a recent government report, the figures for urban as distinct from rural enrollments reveal greater opportunities of high-school attendance offered to city than to rural youth.

High-school enrollments have more than doubled since 1920. The extension of secondary education to include in its junior high school some of the grades formerly assigned to elementary schools accounts in some measure for this growth. The larger city school systems are expeditiously placing more and more of their pupils into junior high schools, while the smaller systems are less rapidly but quite consistently also adopting the junior high-school organization. In cities of more than 10,000 population, between

75,000 and 100,000 pupils are transferred from elementary schools into junior high schools every year.

Not many years ago the educational system included three units—elementary school, high school and college. At present there are at least five distinct levels: elementary school, which includes the kindergarten, junior high school, senior high school, junior college and college or university which includes the professional school.

An Experiment in Character Education

An innovation in public-school procedure is to be launched in Pontiac, Mich., next Fall, when a directorship of character education will be established. So far as is known, this will be the first of its exact nature in the country and the experiment will be watched with much interest. It is being inaugurated and conducted under the superintendence of schools, James H. Harris.

Kenneth L. Heaton, who is soon to receive his doctor's degree in the field of character education at the University of Chicago, has been appointed director. It is proposed in the first place to set about the task of training and educating the teachers in the technique of handling personnel and problem cases. The teacher is, after all, the one who, next to the parents, is closest to the boy or girl, and upon him must rest the major part of the responsibility for character building.

In the second place it will be the director's task to coordinate all the forces and activities that now in an incidental and unorganized way are aids to good citizenship and character development, and to bring them to an awareness of their place in the total scheme of things. It will substitute a conscious product for a subconscious by-product, and definite objectives for those that are indefinite and vague. The literature that stimulates the creation of ideals will be organized and graded to produce the maximum influence upon the development of the child. The various activities that influence the establishment of proper habits and the ultimate production of good citizens will be elaborated and organized into a conscious purpose.

In the third place, the director will interest himself in case work, in the specific problem of the boy or girl who makes an initial misstep and who may perhaps be prevented from further errors if the right methods are employed. This will involve much personal work, such as home and neighborhood contacts and conferences with parents and teachers.

Solving Overcrowding Problems in a High School

Arlington, Mass., bridges a delay in its school building program by installing a convertible type of furniture, which relieves congestion by making possible the multiple use of floor space

BY CHESTER A. MOODY, SUPERINTENDENT OF SCHOOLS, ARLINGTON, MASS.

ARLINGTON is a delightful residential town ten miles from the hub of Boston. From the admissions of its citizens not only does it offer superior advantages as a town in which to live but it provides, through a splendid system of schools, satisfactory educational opportunities for the younger citizens.

There is, however, one disadvantage. Arlington is two years behind in its school building program. While this is not a long time when compared with many other cities and towns, it has been the cause of much thought on the part of the superintendent of schools who has had to exercise all his ingenuity to solve the problem of overcrowding.

One of the specified duties of the superintendent is that he shall "give timely notice of the

need of additional school accommodations." In spite of the fact that his duty had been fully performed in this respect, the Arlington superintendent found that the sensible policy of not borrowing beyond the debt limit established by the legislature, which the town of Arlington has followed for many years, delayed the building of the Junior High School East and of the twelve-room addition to the Junior High School West for two years beyond the time that these accommodations were greatly needed. Meanwhile all persons connected with the schools had to suffer inconvenience, and the children had to suffer the loss of time and progress that resulted from the shortened sessions, half of the pupils attending school in the morning and half in the afternoon.

When it was realized that by the time the



How the new chair equipment is arranged for music classes, affording a maximum capacity of eighty-one.



The desks arranged in regular classroom formation for forty pupils.

junior high pupils reached the high school they would overcrowd that building, every effort was made to avoid for the same group of children the repetition of the loss of time and progress from platoon shifts and shortened sessions. In spite of all this the new high-school building will be two or three years late for our need.

At about the time that we were casting envious eyes at the assembly room with its opera seats and wishing that there might be some way to use it for classrooms, Willis Doane Rich, a school committeeman in a near-by town, was telling his associates that he believed it would be possible to design a desk that could be converted into a chair. This would make possible the use of assembly room floor space for classroom or study room purposes. The other committee members urged Mr. Rich to undertake the task of perfecting his idea and after months of experiment and labor, the first model of the combined desk and chair was completed.

Invention Meets Needs

It was then that this school committeeman's invention became the child of our necessity, and the superintendent with the urgent need met and talked with the inventor. A careful study of Mr. Rich's model convinced the superintendent that

here was a timely contribution to school seating needs and the Arlington schools became the pioneers in the use of the new equipment.

The order for the new equipment was given near the close of the school year, and when the Fall term began the Arlington schools were fully prepared for the large increase in enrollment. One-half of the floor space of our senior high-school auditorium was equipped with the new seats and half of our large study room space was divided into classrooms.

"Staggered" Formation Used

In the auditorium we adopted an entirely new seating formation originated by the inventor, which can be substituted when desired for the conventional classroom formation. The desks are placed in "staggered" formation, no pupil having another pupil seated immediately in front of him, behind him or on either side of him. These isolated positions result in the minimum of eyestrain with the maximum of vision and ventilation while the teacher has a clear view of each pupil. This formation provides only two-thirds as many desks as the conventional classroom formation affords, but it has so proved its advantages that we prefer it. The chairs can be rearranged at any time in regular formation.

This summer will see the remainder of the auditorium floor similarly equipped and the remainder of the large study rooms similarly divided into classrooms. The net result is seven additional classrooms under the same roof as before, with no reduction of study room equipment, no loss of assembly room space and no increase in maintenance costs. The auditorium can be used at any time for assembly and, during the space of time needed for the passing of classes, the aisle chairs can be converted into desks in study room formation. On the other hand, if the room is being used for study and is desired for assembly, only a few minutes are required to convert the desks into chairs in assembly room formation. Even more important is the fact that the pupils do not need to have shortened sessions, with half of them attending classes until late afternoon, during the two or three years we shall have to wait for the new high-school building to be planned and completed.

Accommodations Greatly Increased

By these arrangements, this Fall we shall be able to accommodate 1,200 pupils without evidence of overcrowding, in a building designed to house comfortably 850. Our thanks for this benefit are due to the designer of this new type of convertible furniture, which makes possible the multiple use of floor space formerly confined to but one special use for a small portion of the school day.

Although the financial advantages in such a situation are subordinate to those resulting from the avoidance of loss of time and progress in the school work of a large number of pupils, still they are of considerable importance to all and of great importance to the practically minded persons who are the watchdogs of the municipal treasury.

It is a satisfaction, therefore, to record the fact that the installation of this equipment has saved thousands of dollars, even if we include as a part of the cost the remodeling necessary to change study rooms to classrooms and to adapt the assembly room to study room purposes. Furthermore, there is a saving in teacher personnel since one teacher is sufficient for the supervision of the pupils studying in the auditorium.

Seven additional classrooms, the net gain in our senior high-school building from the use of this convertible type of furniture in our auditorium, would cost approximately \$90,000. Even the use of portable buildings not adapted to a departmental program would have cost nearly \$30,000. We have provided the seven additional classrooms at a cost of less than \$9,000 for furniture and remodeling expense.

Members of the public accommodations committee who are planning the new Arlington Junior High School East, were at this same time endeavoring to solve an entirely different problem. They wished to have a classroom with desks for forty pupils, also using the room as a music room to seat eighty pupils for music, visual instruction and lecture work. They had practically abandoned this hope, having reached the conclusion that two rooms would be necessary. They knew of no equipment that would satisfactorily meet their requirements. The committee was interested in the discovery of the convertible desks and decided to install them in this room. The room was equipped with desks for forty pupils in regular classroom formation. The desks can be converted into chairs in a few minutes, thus doubling the seating capacity of the room. This arrangement has been especially useful for small gatherings, particularly conferences and parent-teacher meetings.

The financial advantages also have been extremely pleasing. Frank Irving Cooper, the architect, states that the use of these chairs has saved the town of Arlington about \$12,000 by reducing the size of the building. Obviously, there has been also a substantial saving in maintenance. The satisfaction of having such a room is readily apparent to all who have experienced the handicap of holding a small meeting in a large auditorium where the spirit of the meeting is lost.

Although this convertible type of furniture can be put to a multiplicity of uses, one use that appeals to us greatly is as a substitute for portable buildings, a use to which we shall put our supply of chairs in the senior high school when they are released by the building of the new high school.

Comparative Figures on the Cost of Education

Comparative figures for the cost of education in the United States for the years 1926 and 1903 show that in the earlier year expenditures amounted to \$251,457,625, while in 1926 the figure was \$2,026,308,190, or more than eight times as much. The total number of pupils in the schools in 1926 was 28,296,484, and the number of teachers employed in all types of schools was 977,291. The total value of school property was placed at \$8,125,085,472, and included in this figure were endowments valued at \$1,061,589,042. Computing from these figures, the cost of education per pupil for the year 1926 would appear to be \$71.61.

Old Methods *Versus* the New in School Discipline

*Whippings and severe regulations of other days
give way to community principles of conduct lead-
ing to industrious study and effective citizenship*

BY J. B. EDMONSON, DEAN, SCHOOL OF EDUCATION, UNIVERSITY OF MICHIGAN

MANY parents and patrons are much surprised when they visit present day schools to find that a revolutionary change has taken place in school discipline within the last few decades. The present educational theories almost completely reverse the old standards of discipline with their marked emphasis upon silence, order and submissiveness. While it is true that there are still many teachers in our schools who rule with an iron hand, such teachers are not as common as formerly and their methods do not conform to the newer theories of school discipline.

Modern schools are seeking to introduce a type of discipline that emphasizes the fact that the school is a real and not a make-believe community. The teachers in these schools feel it is as important that a pupil learn to cooperate with his classmates and respect their interests as it is for the pupils' parents to learn to practice cooperation and respect for the rights and property of others.

Discipline a Means to Good Citizenship

It is commonly agreed that the major tasks of the adult citizen are to assist in organizing his group, to perform his duties as a member of the group and to act in such a manner as to promote the best interests of all. The pupils in our schools have a similar set of tasks and our modern schools are emphasizing a type of discipline that affords opportunity to give pupils training in these tasks. The kind of discipline that the present day schools are seeking may be defined as that type of conduct on the part of pupils that makes possible an effective quality of school work and that leads to the forming or the strengthening of habits of obedience, cooperation, courtesy, honesty, fairness, industry and reverence.

Training in effective citizenship is the chief aim of school discipline. Many parents in visiting present day schools are surprised to find a hum of industry rather than the deathlike silence that was once so highly prized. They are also much

surprised to find boys and girls going about their tasks without the close supervision of a teacher. Some of these parents are critical of the present day school when they find that pupils are not ordered, commanded or threatened, as in the older days.

Corporal Punishment Now Rare

One characteristic of the older type of school discipline was the repression of the interests and enthusiasms of pupils. Now the teacher seeks to give direction to the interests and enthusiasms of pupils, with the result that these are made to contribute to the education of the pupil. In the older type of discipline teachers sought to control pupils through an appeal to fear. Corporal punishment was common. Many persons of mature years can recall the time when success in teaching and ability to administer whippings were assumed to go together. In the older days some parents notified the teacher that a whipping at home would follow every whipping at school. Many grandfathers can testify that the slogan "Little lickin', little larnin'" was the accepted philosophy of many teachers of the old school.

Teachers used to place much value on prompt conformity to strict rules and severe regulations formulated by the teacher. Now the emphasis is placed on standards of conduct understood by the pupils as a result of explanation by the teachers and the experiences of the pupils. In many schools pupils are given definite instruction in matters of good sportsmanship, courtesy and conduct, and scores of schools give marks to pupils on their school citizenship. In fact the Michigan uniform marking system calls for the giving of a mark in school citizenship as well as for marks in scholarship.

In the older type of discipline there was marked emphasis on quiet, order and submissiveness. In the new type of discipline the emphasis is placed on industry, cooperation and helpfulness. The hum of industry is more pleasing to the modern teacher than the perfect order of the old school.

Rating Scale for School Citizenship

Prepared by J. B. EDMONSON, Director of Division of University Inspection of High Schools,
University of Michigan

Explanation: This rating scale is designed to guide a principal or a teacher in estimating the quality of the school citizenship of a pupil. It should be noted that there are two definitions of each quality of school citizenship. *Quality One* describes the pupil who is "very actively" a good citizen in his relationship in the class or in the school. *Quality Five* describes the pupil who is "aggressively" unsatisfactory as a school citizen. *Quality Three* is defined as "passive" and describes the pupil whose attitudes and activities are neither positively harmful nor positively helpful.

Directions for use: Place a small cross (x) at that point on the scale that in your opinion represents your best estimate of the degree of success which the pupil has attained. When you have done this for each quality, connect the crosses with a line.

Name of pupil..... Grade

Date..... Teacher .. School.

I. RESPECT FOR SCHOOL REGULATIONS:

5	4	3	2	1
Frequently and deliberately breaks school regulations and appears to find satisfaction in such conduct. Influences others to be disorderly.	Noticeable tendency toward 5	Passive.	Noticeable tendency toward 1.	Observes school regulations with a willing co-operative spirit. Never intentionally shows lack of respect for school regulations. Tries to cultivate right attitude on part of other pupils.

II. CO-OPERATION WITH OTHERS.

5	4	3	2	1
Refuses to do team work in class or school activities. A disturber in group activities. Makes little contribution to the school even when urged.	Noticeable tendency toward 5.	Passive.	Noticeable tendency toward 1.	Always attempts to make the school activities a success. Will lead or follow. Very helpful in class activities.

III. PRIDE IN THE SCHOOL OR CLASS

5	4	3	2	1
Is frequently the cause for criticisms reflecting adversely on the school or class.	Noticeable tendency toward 5.	Passive.	Noticeable tendency toward 1.	Takes real satisfaction in any success of the school or class. Resents unfair criticisms of the school.

IV. COURTESY AND SPORTSMANSHIP

5	4	3	2	1
Is rude and discourteous in his treatment of pupils, teachers, caretakers, or visitors. Shows definite lack of desire to observe rules of courtesy. A disturber in class.	Noticeable tendency toward 5.	Passive.	Noticeable tendency toward 1.	Knows and applies in all situations the rules of considerate treatment of pupils, teachers, caretakers, or visitors. Kindly, cheerful, and helpful in class.

V. RELIABILITY AND SENSE OF RESPONSIBILITY

5	4	3	2	1
Must be watched by teachers in order to insure that school tasks are done. Is easily tempted to waste time or create disorder.	Noticeable tendency toward 5.	Passive.	Noticeable tendency toward 1.	Can be depended upon to meet responsibilities. Does not have to be watched. Always dependable, exhibits stability of character.

VI. GENERAL ESTIMATE OF SCHOOL CITIZENSHIP (This can be secured by taking an average of the foregoing estimates. Place the estimate at the approximate point on the scale.)

(On the reverse side place any suggestions that will be helpful to the pupil in improving his school citizenship.)

degree of preparation for his work as will cause pupils to have genuine respect for his training. The successful teacher must also possess qualities of personality that will command the confidence and respect of boys and girls. He must understand pupils sufficiently well to anticipate situations that may lead to troublesome disciplinary problems. He must know how to appeal to the desire of boys and girls to work with their associates.

Present day leaders in public education believe that the newer type of discipline will give boys and girls better preparation for effective citizenship in a democracy than would be possible through the older type of discipline.

It is not an easy matter to induce some teachers and patrons to understand the meaning of the new type of discipline, with its emphasis upon good citizenship instead of upon "deportment." In an effort to make it easier for teachers to score school citizenship the accompanying score card has been prepared. It should be noted that this score card places emphasis upon the importance of the pupil being actively a good citizen rather than a quiet, submissive, passive type of citizen. I believe that many of our communi-

Teachers were once expected to rule with an iron hand with the result that many teachers were dictatorial and arbitrary. Now emphasis is placed on pupil cooperation with the teacher.

The newer type of discipline calls for a different type of teacher. He must possess such a

ties suffer because there are too many passive citizens. The school is one of the agencies that can change this situation and give our communities more citizens that are aggressively and persistently seeking to promote the welfare of the community.

Index Numbers for School Supply Prices

Seasonal policy of supply houses makes it impossible to buy school supplies cheaply now although the actual cost has shown a tendency to decrease

BY HAROLD F. CLARK, PROFESSOR OF EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, AND JOHN GUY FOWLKES, PROFESSOR OF EDUCATION, UNIVERSITY OF WISCONSIN

INASMUCH as the supply index is based upon the cost of materials and the cost of these materials in general has recently been falling, it follows that the index tends to decrease.

Although the cost of materials from which school supplies are manufactured is less than it was a month ago, supplies cannot be purchased as cheaply as they could have been at that time. This is due to the fact that many supply houses make better price arrangements for supplies that are bought early, and supplies purchased now would probably cost from 10 to 20 per cent more than if they had been bought at the more favorable season. In other words, the supply index should be used in connection with the practice of supply houses to change their prices sharply at certain seasons of the year. The supply index will show the general future trend of supplies regardless of the seasonal policy of the supply houses.

The actual cost of most school supplies has

shown a tendency to decrease during the past month, but this does not necessarily mean that these supplies can be purchased more cheaply.

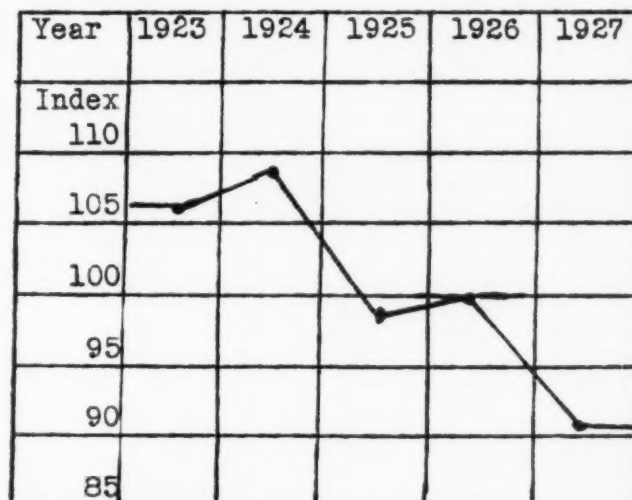


Chart 2. Annual index of the prices of instructional supplies.

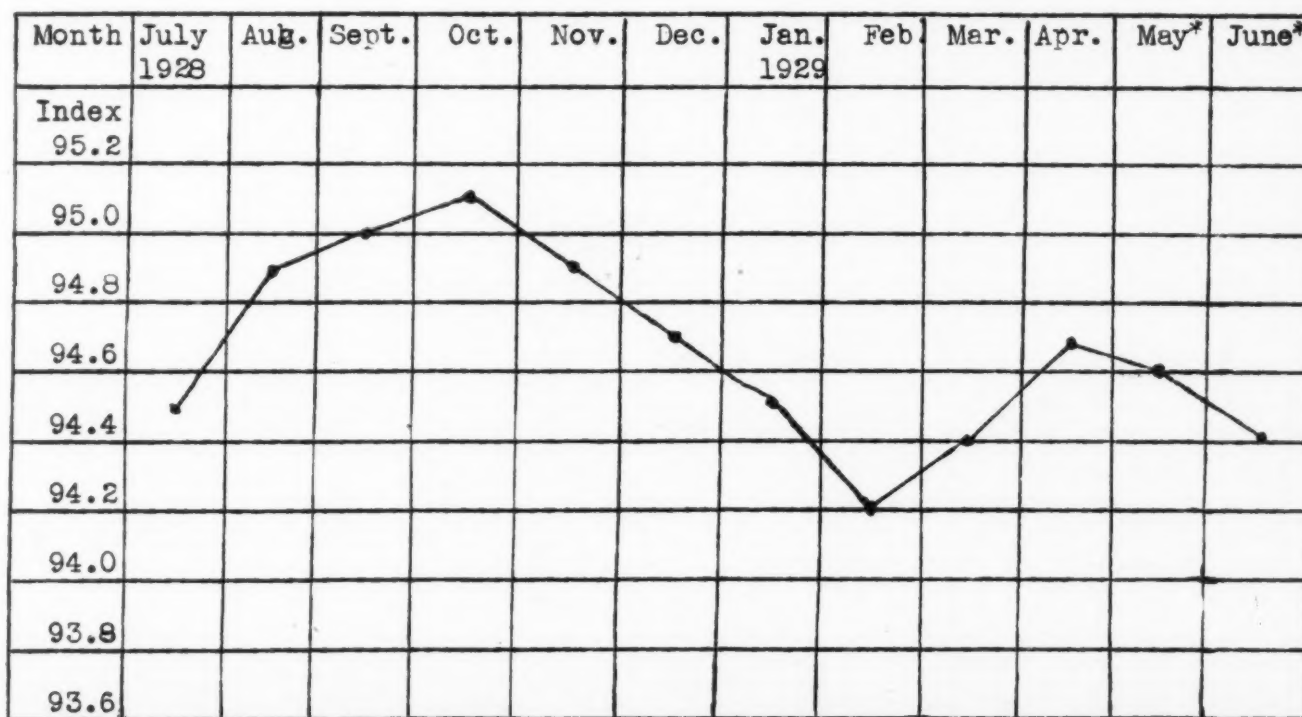


Chart 1. Monthly index of prices of instructional school supplies. *Not final.

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University of North Carolina, Chapel Hill, N. C.
- CARLETON WASHBURN
Supt. of Schools, Winnetka, Ill.
- DR. C.-E. A. WINSLOW
Yale University, New Haven, Conn.

Editorials

Character Education—Will It Be the Salvation of Youth?

NOT long ago newspapers were telling an impressive story that concerned the actions of young people of high-school age. An accident occurred in Chicago that resulted in the death of a boy who had been going the rounds of the roadhouses one evening, accompanied by a group of high-school girls and two or three young men. Coroner Herman N. Bundesen appointed a special committee of distinguished sociologists, psychologists and others interested in social conditions and the welfare of youth to investigate and report on the case. The coroner had questioned the girls in the party and they said that drinking among high-school pupils, girls as well as boys, was general in Chicago. They declared that a girl who would not drink was not popular with the boys. The coroner wanted to know whether the situation was as serious as it appeared to be from the tales told by these children.

The specialists went into the matter quite thoroughly and reported that high-school pupils were drinking and carousing on a large scale. They reported, further, that they did not know how the problem could be solved. They stated that the automobile, the motion picture, the road house, jazz music, the dance hall and other modern institutions designed for the seduction of youth had apparently made it impossible for young people to live as simply and as restrainedly as their parents had lived. They recommended that young people should be made to understand the seriousness of the situation, in the hope that they would take affairs in their own hands and work out a solution of the problem of resisting temptations to self-indulgence.

Instances of the "wildness" of children of high-school age, much like the case in Chicago, have within the last few weeks been reported from various communities. Chicago is not the only city in which youth is unable to withstand present day incitements to dissipation. The malady is widespread and indicates the need of protecting the young from the seductions of present day life or of building in them inhibitions against the appeals of the road house and all the things for which it stands and of which it is typical.

In this issue of *The NATION'S SCHOOLS*, page 67, there is presented an account of a new departure that is being made in Pontiac, Mich., in the hope

of training the young persons in that community so that they can live in accordance with social, ethical and moral requirements for individual and social well-being. A director of character education in a system of schools is an innovation that will be watched with lively interest. The experiment in Pontiac ought to help us settle questions pertaining to the social, ethical and moral values of explicit training of character. Superintendent Harris should be able in due course to present evidence showing whether or not it is possible by conscious effort to organize educational material and educational influences so as to affect the character of young people beneficially. If the experiment accomplishes what is hoped for it in Pontiac, young people who are now in the schools there will drink less, carouse less, loaf less and squander less than they otherwise would do or than young people in other communities are now doing.



A Decade of Educational Research

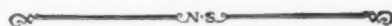
ONE still meets persons who have not heard that educational procedure is being reconstructed on the basis of data obtained from experimentation conducted in accord with requirements for scientific accuracy. There are apparently a lot of individuals who think that education is still conducted on the basis of personal opinion and prejudice. What a revelation it would be to these benighted persons if they would take a glance at the research work in education that has been in progress during the last ten years!

The University of Illinois has recently published a bibliography of educational research from 1918 to 1927. There are approximately 3,700 titles of books and articles presenting the results of investigation in every department of educational work. The mere reading of the titles of these books and articles should impress anyone with the extraordinary activity of investigators during the past decade and with the comprehensive range of their research. A veritable passion for exploring the dark places of theory and practice has taken possession of the educators of this country.

It is the conventional thing to say that a considerable part of this research work will not prove of any value. But who knows whether it will or not? Some who make such statements are not familiar either with the method of educational research, with the problems that have been and that are now being attacked or with the results that have been obtained. It is simply a fashion-

able thing to assume to be superior to much of the investigation that has been undertaken and that is now in progress. But it may be asserted without fear of successful contradiction that the time will come when every little bit of investigation will prove of some service when it is viewed in connection with the results of research taken as a whole. Whether or not investigation has been and is now under way that will not get anywhere, it is at least encouraging to observe the general eagerness to dig out the truth respecting educational values and methods and the desire not to be governed by tradition, prejudice, preconception or bias.

Education is a much more complicated and elusive subject to investigate than are physics, chemistry, astronomy, geology, botany or mineralogy. But if the present enthusiasm keeps up for another decade, it is probable that we shall have a body of facts pertaining to the nature of childhood and youth, the way in which the individual learns, and the effect of different materials and methods of instruction upon his behavior and efficiency in adjustment to the physical and social world in which he lives, which will be as free from subjective determination and as valuable for guidance as are the facts in any of the older sciences.



Physical Education by Proxy

RECENTLY a survey was undertaken for the purpose of finding out what proportion of pupils in high schools throughout the country participate actively in school athletics. It has been found that in every school examined there are athletic teams in all the leading branches of athletics, particularly in football, baseball, basket ball and track. In every one of these high schools the teams are highly trained and compete with teams in other high schools.

In certain sections of the country the inter-scholastic contests occupy an important place in school life. It is considered that the standing of a high school depends more upon the prowess of its teams than upon the character of its intellectual work. The pupils in these schools as well as the citizens in the communities they serve talk a great deal more about athletic contests than they do about the academic work of the school.

Every school that has been investigated provides excellent facilities for the training of the athletic teams. When there are athletic facilities in the school, the teams are given the preference in their use. When the weather will not permit training outdoors, the teams are given the first chance in the gymnasiums. The athletic pro-

grams in these high schools are worked out almost completely for the purpose of developing winning teams.

In all of these schools a large proportion of the pupils participate in games, plays and athletics mainly by standing on the side lines and cheering. Theoretically, these pupils have exercise once or twice a week, usually formal calisthenics in the gymnasium. They do not have exercise often enough to influence greatly their physical development. They are not enthusiastic about the training they receive, and it may do them more harm than good. It has been shown conclusively that physical exercises taken under compulsion are of doubtful value. They may be actually injurious, because the individual's feelings run counter to the actions he is forced to perform and the results are at least depressing.

Condition Needs Correction

This developing tendency in our high schools to allow the majority of the pupils to secure their physical training by proxy should receive particular attention. Those on the side lines become wrought up emotionally over their teams, but that is all they do. It is psychologically harmful for a person to become emotionally aroused and then to be unable to express the emotion appropriately. Those on the side lines, however, never act appropriately; they simply throw their arms about and yell. When a pupil behaves this way for four years more or less, he tends to develop abnormal inhibitions that will be a menace to him all his life. When he ought to be dynamic he will be merely emotional and static. When he ought to drive forward in the performance of deeds that should be done he will get excited but he will not be capable of doing anything effective about them. Such types are plentiful in present day life and the proportion of persons who are developing into this type is apparently increasing, partly as a result of the tendency of pupils in high schools and students in colleges also to do things by proxy.

Who has not heard coaches calling to some of the laggard men on a football field or basket ball court: "Why don't you get into the game?" For the side lines we need coaches who can stimulate those who have a tendency to confine their athletics to cheering. It is not intended to say that pupils should never be mere witnesses of an athletic contest. There is an exhilaration in observing skillful teams engage in any contest. There is something to be said also in favor of loyalty to a team representing a school, although in this country we have gone altogether too far in that sort of thing. In some of the high schools investigated a sentiment has been developed making

it seem disloyal for a pupil not to attend a game or to contribute funds to the support of the team. He is not asked to be loyal to the school as an intellectual institution but only to the basket ball or baseball or football or track team. Is this not unwholesome? If loyalty can be aroused only for spectacular physical contests, what will happen to important institutions in our country that are not dependent on physical prowess for their prestige? We can easily overdo this matter of whipping up hyperfervid loyalty for teams while pupils are cold or indifferent toward the real things for which a school exists.

Interscholastic contests have gone to seed in our country. If all the pupils in a high school would participate actively in games and plays and athletics, the development of winning teams would not be of so much consequence. We play to win in this country, not for physical development or relaxation. We overtrain pupils on the teams and undertrain the rest of the pupils. What will happen to us if we keep on going the way we have been going the last few years? Forty-nine out of every fifty persons will be sidelines. They will belong to the rah-rah type. We shall develop one out of every fifty to carry on our games and plays and athletics for us. In other words we shall professionalize school games.



"Old Fire Horses"

SUPERINTENDENT Frank D. Boynton of Ithaca, N. Y., has likened teachers who are approaching the dead line to old fire horses that have faithfully performed their duties throughout a long career and that have been turned out to grass, old horses that nevertheless continue to run to fires, or try to do so, whenever the gong sounds or the fire bell rings. What shall be done with teachers who are not able or who ought not to be required to carry a full load but who, when the school bell rings, feel the old impulse and command to go to the school room for their accustomed duties?

A plan of dealing with superannuated teachers was discussed editorially in *The NATION'S SCHOOLS* a while ago and a number of favorable comments on the plan have been received from superintendents in different sections of the country. Evidently the problem is a pressing one everywhere. Superintendent Boynton's board of education will hereafter retire on full pay teachers who have grown old in the service. But do teachers actually wear out if they have opportunity to perform their accustomed service? They may rust out if they are put on the shelf, but, in

the sense that mind and body cease to obey the summons to activity, they do not wear out until the machinery actually stops, provided they are not separated entirely from their accustomed duties at the age of sixty-five or earlier or later. Like old fire horses relieved from further service, they want to respond when the signal is given in the ways in which they have been accustomed to respond for forty-five or fifty years.

Which leads to a restatement with emphasis of the plan of keeping superannuated teachers on the active list to perform duties that will not be overtaxing to their strength but that need to be performed in every school system. The most helpful way in which retired teachers can be of service is in assisting with their studies individual children who have special difficulties that make it impossible for them either to adjust themselves to the régime of the school or to keep abreast of their classmates in one or more studies.

It would be better for any teacher never to be completely retired. Both mental and physical health would be promoted if one who has been active for fifty or sixty years could continue his activity to the measure of his strength, with due provision for relaxation or for any hobby in which he wishes to indulge.

It would be well if the term "superannuated" could be abolished from educational literature. We might keep the term "retired" although this suggests that a teacher has become wholly detached from duties he has been performing for a lifetime. The best term to use would be one which suggests that the teacher has been relieved of some of the burdensome details of teaching but that he is still a member of the staff and is playing some rôle in education in his community. The term "emeritus" implies that a teacher has faithfully met the responsibilities imposed upon him for forty or fifty years and that he is now permitted to do substantially whatever he wishes to do without being held for a regular or full program of teaching.

Intercollegiate Intellectual Contests

A CONSIDERABLE proportion of the activities of universities, colleges, normal schools and high schools is concerned with intercollegiate and interacademic contests of brawn and breath. Students aspire to distinction by going out for one or another athletic team.

It has not been easy, and it is not easy now, for a student to gain prestige on a university campus because of intellectual prowess. But it may be that there will be opportunities for inter-

collegiate and interacademic intellectual contests so that students will be able to stand out from the mob by achieving superiority in literary, mathematical, scientific, historical, psychological or other varieties of intellectual competition. It is conceivable, although not highly probable, that a winning university team in a Latin contest may be fussed over and fêted as is the case now with a football, basket ball, track or baseball team.

The occasion for these remarks is the establishment of a generous trust fund at Harvard University to be used for prizes and other expenses in connection with the encouragement of intellectual work in Harvard and Yale. The donor, Mrs. William Lowell Putnam, thinks that intellectual contests between students of Harvard and Yale will be a stimulus to intellectual effort. If students can add to the glory of their alma mater by winning in a literary, historical, linguistic or any other kind of scholarly contest, it may be that they will feel more deeply than they now do the desirability of achieving a high standard in intellectual pursuits.

The success of this venture will depend upon the importance that students attach to superiority in scholarly contests. Some importance is attached to intercollegiate and interacademic debating, but distinction of this sort is pretty generally eclipsed by distinction in football, basket ball, running, wrestling, swimming and other sports.

What Should a Pupil Derive From His High-School Course?

IT HAS always been the fashion to ascribe intangible and immeasurable results to a course of study in school when no definite benefits could be demonstrated. That is why pupils and, in many cases, teachers claim that from his high-school course a pupil secures mental discipline, culture, enlightenment, habits of culture and perseverance, elusive values of which many of us are skeptical.

Pupils emerge from high schools at the end of a four years' course, taking with them their diplomas but not much else of a tangible nature. One may hear them say as they depart that they have forgotten most of what they learned in school, and they express no surprise or regret over their misfortune. If they should make a survey on graduation day of their mental equipment in order to discover what had been added to it as a result of their high-school course, the list of knowledge, skills, insights and attitudes that they could say definitely and positively they

were taking out into the world with them as the outcome of four years' training would not be lengthy or impressive. Pupils have been heard to boast about this tragedy, or at least to make merry over what they had forgotten rather than what they had retained as a residue of definite, tangible, measurable benefits from their school work.

When charged with having frittered away four of the most important years of life, pupils will resort to what psychologists call defense reactions to justify what seems to be inexcusable negligence and waste. This tendency to devise arguments in defense of one's practice, no matter what it may be, is one of the profoundest traits of human nature and will account in part for the persistence of customs that have little or no value and may even be positively harmful.

Forgotten Lessons of Little Benefit

Modern psychological experimentation has proved unsound the view that although an individual forgets most or all of what he learns in school there still remain benefits of much value. The mental faculties have not been materially sharpened, strengthened or polished. Character has not been greatly stabilized. The range of spiritual appreciation has not been widened to any appreciable extent. The will has not been quickened or fortified. When a pupil leaving high school at graduation can discover no secure and well organized mathematical, historical, linguistic, literary or civic knowledge among his intellectual possessions, he does not take into the world with him much, if any, benefit from his four years' work.

When he faces real situations in the world, he will be helped to adjust himself to them only by the knowledge that has abided with him and that has been rendered mobile and usable, rather than by facts that have been retained only long enough to help him "get by" in examinations. No defense reaction that pupils can set up can justify the sort of thing that they often boast about and never lament over—that they can remember little or nothing of the various branches they pursued in school.

Does this mean that a pupil ought to retain every fact that he has memorized in every course that he has pursued in school? One cannot go so far as to say this, for the reason that some courses contain facts that have ceased to be of value in contemporary life even if they may have been of value in earlier times when the courses were constructed. Pupils are sometimes crowded through a regimen of study that is quite remote from any situation they will actually encounter.

Neither can it be said that the most important thing a pupil can do is to engage in a lot of extra-class and extra-laboratory activities. Personal contacts are of high value during the high-school years, but pupils who form bridge, poker or dancing clubs to stimulate association with their classmates are not securing the greatest benefits to be derived from such association. What relationships are developed in bridge, poker or dancing clubs that have any bearing upon the situations of real life? Numerous extra-curricular enterprises in which pupils engage do not meet the requirements of valuable social contacts.

The kind of outside activities that will prove of lasting value to a pupil are those that will enable him to give effect to the knowledge he is or ought to be acquiring in his classrooms and in his laboratories. Activities that are wholly irrelevant to the organization or utilization of knowledge will prove of little consequence in the later life of a pupil although it may serve the purpose of relaxation at the moment. Pupils sometimes boast of the fact that they never talk informally of anything they have gained in the classroom or the laboratory. It is forgotten the moment they leave it. It is certainly an educational tragedy for a boy or girl to spend four years in high school and not have anything that he gains in any course enter into his conversation or relations with his fellows.

Many Enterprises of Great Value

Let it be said here emphatically that many pupil enterprises are of immense value in a high-school course. One who participates in activities concerned with the management of pupil affairs or the government of the high-school community, individually or collectively, is almost certain to gain experiences that will be of the utmost value to him. Also, one who is an active member of groups devoted to matters of a literary, historical, scientific, artistic or even of a technical character can hardly fail to gain at least some profit from his experience.

One of the chief requisites for social adjustment in contemporary life is the capacity and willingness of a person to take the point of view of others when there are differences of opinion and to get into the habit of assuming that others are just as earnest, just as eager and just as sincere as he is himself. There is no training ground that affords a better opportunity to secure this kind of social insight and adaptability than a high-school community. A pupil who does not appreciate and take advantage of this fact in extending his social contacts misses one of the chief opportunities of his high-school career.

Your Every-day Problems

JOHN GUY FOWLKES, THE UNIVERSITY OF WISCONSIN, DIRECTOR

This department will be devoted to an informal discussion of problems arising in the every-day life of principals and superintendents. The following discussions are based on answers to inquiries recently received by the director. Similar inquiries are invited and should be addressed to Dr. John Guy Fowlkes, University of Wisconsin, Madison, Wis.

Some Recommendations Concerning Extra-Curricular Activities

Several questions have been raised recently concerning extra-curricular activities. The purpose or function of such activities, desirable regulations concerning maximum and minimum participation by pupils, whether credit should be given for such activities are representative of some of the inquiries. So far most of the investigations concerning extra-curricular activities have been of the status type. Also, in most schools, when any extra-curricular activity has received the support of a significant number of pupils, it has been included in a school's program. It seems that the time has arrived when a calibrating attitude must be taken toward extra-curricular activities. The following report of a group of graduate students in the University of Wisconsin may prove helpful in starting work in this direction.

General aims and purpose of extra-curricular activities: development of school spirit and desirable morale; formation of ideals and standards of conduct; development of a spirit of cooperation, teamwork and sportsmanship; providing an outlet for surplus pupil initiative and talent and the development of poise which is not obtained in regular class work; training in social-civic ideals; adding tone and color to the school and instructional value.

Principal Should Be Consulted

Organization and management: All such activities should be carefully planned with the principal's approval and placed under the supervision of responsible heads. A definite check should be kept of receipts and expenditures.

A. Athletics

Aim: to benefit the individual with reference to his health, education and morals; to develop

school spirit and to help advertise the school properly.

Evils to be combated (adapted from Monroe's "Principals of Secondary Education"): tendency to physical injury due to inadequate training, inadequate equipment and the individual's taking part in branches of athletics for which he is unfitted; tendency to overindulge in particular forms of athletics, resulting in physical harm and waste of time; tendency to specialization, resulting in unbalanced development and unfortunate habits of play; tendency of poor sportsmanship as shown in bad manners, irritability in defeat, gloating in victory and attempts to evade the rules of the game, which may be augmented by bad play traditions and conditions in school, poor leadership and vicious instructions from coaches, disrespect for and suspicions of rivals and partisan pressure.

Major and Minor Divisions Listed

Divisions: major—football, basket ball, track and baseball; minor—soccer, tennis, golf and swimming; miscellaneous—interclass teams and all around competition.

Administration: general control within the school (1) by a committee of the faculty appointed by the principal to have complete supervision over the athletics of the school, their duties being to regulate, guide and approve, and their decisions being subject to the approval of the principal; (2) by faculty and pupils, a plan that tends to remove objections of previous method. The committee of general control should guide, regulate and approve the program of athletics. The committee should decide the number and nature of the contests, the games arranged for and played under their jurisdiction; approve the various schedules; decide on the eligibility of officials and contestants, on the

length and character of the games and on the basis and mode of awarding honors to the participants in athletics.

Financing: The officer in charge should be the treasurer of athletic association. The treasurer may be either a pupil or a member of faculty, but a member of faculty is recommended as usually possessing better judgment. Records, in the shape of blank forms, should be filled in after each cash game or contest and filed in the office of the principal. All data as to receipts, expenditures and unpaid bills should be at hand. The books of the treasurer are subject to audit by committee from the committee of general control at any time, which audit shall be made public to community and school. Books must be open to the principal at all times and must be kept in his office. Financing may be entirely by the school board with the games free to the public; by receipts, with the deficits made up by the school board, by school entertainments, by town subscription or by local organizations; by receipts alone, raised through organizing an athletic association, through selling season tickets, through receipts from games or receipts from tournaments and contests. The awarding of honors is determined by the athletic council.

Limit in Sports Participation Advised

Recommendations: that no high school with less than 100 enrollment compete in football; that no high school with less than 200 enrollment compete in all four major sports, but confine itself to major sports; that no boy under sixteen years of age compete in more than one major sport and that one preferably not football; that no boy compete in more than three sports per year, freshmen to be limited to two, only one of which may be a major and no boy to compete in more than two majors per year; that eligibility as laid down by state rules be carefully observed; that schedules include as few midweek games as possible; interschool games only between those of equal class; in football no more than eight games per season or more than one per week; in basket ball no more than two games per week or more than sixteen to eighteen games per season; in baseball no more than three games per week or more than one per week in the grades; in soccer football no more than two per week; in swimming that no one enter more than two events and that there be no distance plunge; in track that no one enter more than two running races, only one of which may be either the 880, 440 or mile, and that no two-mile run be allowed and in grades no run that will be over 220 yards.

B. Forensics

Types: old—debates formal in procedure and with argumentative elements; formal and artificial declamatory and oratorical contests coming periodically each year which are of little value; new—extemporaneous speeches; discussion on social and economic problems confronting the world to-day; impromptu speeches (habit of speaking in offhand manner not to be encouraged in itself); contests to take place of old declamatory and oratorical, the contestants to draw for subjects, three to four hours before the contest, or to be given material from which to construct speeches at the end of an allotted time drawing numbers and speaking in turn for winning places. The results of new methods are a real value and lively interest discovered in the subject of forensics.

Teachers' duties: Pupils need more guidance in new types to support and encourage them.

C. High-School Journalism

Nature: school annual, school newspaper; class or club publications; official school reviews.

Functions to be performed: furnishes a natural means of unifying the purposes and sentiments of the school; stimulates proper school pride and loyalty; keeps patrons of the school and its community informed concerning school affairs and interested in the welfare of the school; offers a way for the faculty to mold school opinion through the editorial columns; benefits individual pupils by furnishing a means of training in responsibility and by furnishing the most natural and best possible motive for the pupils to cultivate the art of written expression; stimulates interest in English work; acts as a chronicle or historical survey of school work and arouses personal feeling of unity among pupils.

Problems: literary; business—cost, printing, and circulation.

Staff Department Heads

Organization: faculty adviser; editor-in-chief; assistants—assistant editor, individuals to handle personal items, literary topics, athletics, humor, alumni news, exchange and departments, and four class reporters; business managers—advertising manager and circulation manager.

Mechanics: size of publication; cost; how often issued; when issued; assignments of work; subscription price of paper; advertising rates; system of accounting—liabilities, assets, cash received and cash paid out.

Sources of revenue: sale of papers to pupils and alumni; school boards; plays.

Items adviser must consider: not to print items that may injure feelings of others; avoid

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insinuating references to personal happenings known only to a small group; that the average high-school pupil's sense of humor is not always trustworthy; that the school publication is to be read by many outside of school, and care must be taken not to give the wrong impression; to keep the news fresh and up-to-date; to endeavor to establish and foster good traditions for the paper and to give lower classmen training in the school's publications in order to obtain experienced editors and managers among upper classmen.

Plan for Publication of Annual

Special plan for publication of annual: school publishes book with the guidance of the student council; advisers—editorial (faculty member to be elected by the student council) and business (faculty member to be elected by council); staff—business manager, editor, artist, assistant business manager of previous year, assistant editor of previous year and assistant artist of previous year; elections—three assistants to be elected during the Spring by general election from a list of candidates nominated by a committee appointed by the student council, the committee consisting usually of four or five faculty members and as many pupils taken from the three upper classes, and with other staff members to be appointed by the faculty adviser; finance—maximum cost printing and engraving selected number of books and the sale of books, the plan to include minimum for advertising set at \$500, on basis of \$15.60 per page for advertising, organizations and class pay for engravings and pictures, seniors pay \$1 each for pictures and sophomores, juniors and seniors pay for pictures and engravings.

D. Recommendations

Number of extra-curricular activities: carefully checked—too many as bad as too few; range—varied enough in nature so as to include every pupil in at least one activity; pupils limited to number in which they may participate.

Administration: pupils have as large a voice as possible—manner of participation unimportant; trustworthy supervision.

Methods of Financing Activities

Financing: combined treasury method with (1) each organization financing itself as far as possible and keeping accurate and separate accounts; (2) proceeds from each organization placed in district treasury and paid from it; (3) money from one surplus to be used to finance other organization's deficit; (4) balance left in treasury for extra activities; accounts must be accurate.

Current Practices in Wisconsin Concerning the Selection of New Teachers

Because of the bitter controversy over procedure in selecting new teachers, an inquiry has recently been made as to present practices in this connection. The following data taken from a master's thesis based on returns from 135 cities and indicating present practices in Wisconsin may be of interest.

Teachers are nominated by: the superintendent, 99; a committee of the board, 4; the board of education, 13.

The nominations are approved by: the superintendent, 24; a committee of the board, 25; the board of education, 65.

The teachers are appointed by: the superintendent, 41; a committee of the board, 9; the board of education, 56.

The appointments are subject to the approval of: the superintendent, 47; a committee of the board, 17; the board of education, 65.

In the selection of new teachers, estimated on a percentage basis, the relative influence of the superintendent is 90 per cent; a committee of the board, 5 per cent; the board of education, 5 per cent—these percentages are medians.

Health Program Improves the Mental Tone of Pupils

Progress in preventive measures in school medicine is indicated by changes in the physical examination of school children from a purely medical to a health basis, it was stated recently by the Bureau of Education.

Much of the medical examination in the past, the statement says, has been without results. There is evidence that the correction of defects of school children is now being taken seriously.

In securing the physical improvement of the child the school has something more in mind than the improvement of his mental responses and his consequent school progress, yet such improvement is expected. It is not easy to measure these results and collate them in statistical form for the benefit of the skeptical, for there is no gauge to go by and there is no way of knowing what would have been the result had their physical or functional defects remained uncorrected.

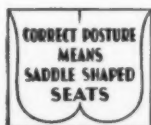
But the opinion of school principals and teachers is unanimous that the general mental tone of the pupils has been improved and that there have been many statistical reports of marked change in school work as well as saving in educational effort and monetary outlay.

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News of the Month

National Catholic Educational Group Holds Annual Meeting

The twenty-sixth annual meeting of the National Catholic Educational Association and its departments was held in Toledo, Ohio, June 24 to 27, in the Central Catholic High School.

Monday was given over to meetings of the advisory committee and the executive board, while the general sessions opened on Tuesday.

At the first open meeting, Rev. Fulton J. Sheen, Catholic University of America, gave an address on "Educating for a Catholic Renaissance."

The meeting of the department of colleges and secondary schools opened on Tuesday afternoon with reports of committees. On Wednesday a report of the committee on graduate studies was given by Rev. Alphonse M. Schwitalla, St. Louis University, St. Louis, and a report of the committee appointed to study the equivalent of the doctor of philosophy degree was given by Rev. William F. Cunningham, College of St. Thomas, St. Paul, Minn. The committee on personnel work reported on Wednesday afternoon through Rev. Maurice S. Sheehy of the Catholic University. Two papers were heard, one entitled "Publicity for the Catholic College," by Rev. Albert C. Fox, dean, John Carroll University, Cleveland, and "Publicity for the Catholic College From the Newspaper Point of View," by Peter J. Zimmerman, news editor, *Catholic Universe Bulletin*, Cleveland. On Thursday morning this department listened to a paper by Earl S. Dickens, South Bend, Ind., on "The Raising of Endowment Funds for Catholic Colleges," and a second paper given by Edward P. Fitzpatrick, Marquette University, Milwaukee, on "Lay Cooperation in the Financial Administration of Catholic Colleges."

The department devoted to colleges and secondary education held its meetings in the St. Anthony's Orphanage auditorium. A paper on "Standardization—What It Shall Do for Our High Schools" was given by Brother Calixtus of the Brothers of the Christian Schools, New York City. Other topics discussed in this department were the teaching of American history, the teaching of elementary French, the teaching of composition and physics, and the home work of the high-school pupil.

There was a conference of Catholic women's colleges, a meeting of the parish school department and sessions for special schools, such as the deaf-mute school, schools for the blind, seminaries and preparatory schools.

The meeting was well attended. Next year's meeting will be held at New Orleans, La.

Phillips Academy Receives Gifts

Two gifts of \$1,000,000 each and one of \$1,300,000, all from anonymous donors, have been presented to Phillips Academy, Andover, Mass., it was announced at the recent commencement exercises. The largest of the gifts is for

the building of an art gallery and for a collection of American paintings and art, an article in *School and Society* states.

In announcing the gifts, Dr. Alfred E. Stearns, the head master, declared that this is an entirely new departure in American secondary schools. One of the \$1,000,000 gifts is for an unrestricted fund while the other, to be known as the Emily Cochrane endowment fund, will be used in caring for and maintaining the grounds of Phillips Academy.

Other gifts ranging from \$1,000 to \$700,000 will be used for a new dining hall, a new heating plant, a bird sanctuary now under construction, a science fund and a fund for sundry purposes, amounting to \$217,450.

Conference Tables Replace Desks in New York School

A number of unusual features will be contained in the new building of the Children's University School now under construction in New York City. The cornerstone of the new structure, which will cost \$1,000,000, was placed recently by a delegation of boys and girls representing the 475 pupils of the schools, ranging in age from five months to eighteen years of age.

One of the outstanding features is that there will not be a school desk in the building. The children, like grown-ups, will sit at conference tables. The structure will be twelve stories high, contain four gymnasiums, a swimming pool, a theater and an auditorium, and a department devised for the education of infants less than a year old, replete with mechanical apparatus and luring objects designed to tempt the grasping muscles of an enterprising youngster.

Helen Parkhurst, originator of the Dalton plan of educating children on an individual rather than on a mass basis, officiated at the cornerstone laying ceremonies.

Interesting Facts Revealed in Study of Employed School Boys

The industrial education bureau of the New York State Department of Education recently completed a study of 65,000 employed boys attending continuation schools in the state.

According to the June issue of *New York State Education*, the study revealed the following interesting facts concerning these boys, ranging in age from fourteen to seventeen years:

In choices for spending leisure time, movies and the theater came first, athletic sports second and reading third. Fifteen per cent of their earnings, over seven and one-half million dollars, is spent by continuation school boys for commercialized amusement.

Only one-half of one per cent of those reporting on the question of saving confess to saving nothing. The sav-

WHEN SCHOOL IS OVER

the ideal time arrives for checking over equipment and supplies for the school year to come.

Complete overhauling of the kitchen and restaurant of the school will require greater care in cleaning.

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have proved in hundreds of schools unequalled for all the cleaning work required in handling the school restaurant and cafeteria.

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News of the Month

ings bank was listed as the most popular agency for saving, with life insurance, commonly known as industrial insurance, second on the list. More than half of the continuation boys in the state are insured. More than \$5,000,000 a year is the savings record set by these boys.

The study further brought out the fact that these boys who are attending day continuation school four hours a week are seldom unemployed. One boy in four never loses his job. A large number of the others have been unemployed only four weeks or less since leaving full-time school.

Building Program Nearing Completion at University of Kentucky

An elaborate building program undertaken two years ago by Dr. Frank L. McVey, president, University of Kentucky, is rapidly being pushed to completion.

During the winter McVey Hall, a new recitation building, which will house the departments of journalism, English, mathematics, and the University Commons, was completed. On Memorial Day the new auditorium, Memorial Hall, constructed as a tribute to Kentucky's war dead, was dedicated with appropriate ceremonies. A new ventilating laboratory for the college of engineering has just been completed. Under construction at the present time are a quadrangle of three men's dormitories, a dairy products building, a \$300,000 education building which in itself will house a complete elementary-school system, and a new library which will contain a million volumes. At the completion of the latter building, the present library building will be converted into a museum.

Will Provides Schools With Funds for Musical Education Work

Under the terms of the will of Charles H. Ditson, music publisher, New York City, a total of \$800,000 is to be devoted to musical education in this country, according to announcement in a recent issue of *School and Society*.

The will gives \$100,000 each to Harvard, Yale, Princeton, Columbia, the College of Music, Cincinnati, the New England Conservatory of Music, Boston, the Chicago Musical College and the Ann Arbor School of Music of the University of Michigan.

The terms of bequest to each institution are similar, except for the names of trust funds to be established with the money.

Study Shows Proportion of Pupils Obtaining College Degrees

The chance of the average grammar-school graduate ever attaining a college or university diploma is one in every sixty-three, the National Home Study Council, Washington, D. C., points out, basing its assertion on the result of a recent survey which proved that on the

average 100 boys in fifth grade dwindle to eighty-three in the sixth grade, and that only thirty-four of this 100 start the first year in high school, and but thirteen obtain a high-school diploma.

"Seven of the thirteen enter the first year of college, five complete the second year's work, three return for the junior year, and only one of the seven remains to be graduated," the report states.

"However, demand for specialists, trained executives and technicians is steadily raising the nation's educational standards. Home study courses which educate workers through the medium of certified correspondence instruction after working hours are doing much to help in elevating these standards.

"Hope of the worker for an independent old age lies in training himself for a higher salaried position. No nation in the world offers such opportunities for individual advancement. The national income is increasing at the rate of \$5,400,000,000 a year. Trained men are the ones who will secure the largest share of this financial melon."

Illinois Teachers Hold Exceptional Records of Tenure

The exceptional records of tenure of five Illinois teachers who have won honors in various fields of education through many years of instruction are listed in a recent issue of the *Illinois Teacher*.

The instructors include Lucy Evans of the Moline city schools, who celebrated her fiftieth anniversary of teaching last January with a record of no absences or tardiness because of illness; James E. Armstrong, who was retired on a pension in January after forty-four years of teaching in the Chicago schools; Fred Militzer, who is teaching his fifty-sixth year in the St. Peter's Evangelical Lutheran School at Arlington Heights; Alice Winbigler of the mathematics department of Monmouth College, who retired in June with the title, professor emeritus, and Mrs. Agnes Rourke Garretson, who on March 3 completed fifty years of teaching in Logan County.

New Secondary-School Requirements in New York State

On and after September 1, 1933, teachers of special subjects in the secondary schools in New York State must meet the same standard of professional and academic training now required of teachers of other secondary subjects, namely, four years of professional training leading to the bachelor's degree or its equivalent, including the usual eighteen hours of professional courses.

This action was taken by the board of regents of New York State at a recent meeting and applies to teachers of such secondary-school subjects as commercial subjects, home economics, physical education, music, drawing and other special fields, except the industrial and vocational courses.

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Chicago Heights, Ill.

News of the Month

Special Sight-Saving Classes Will Be Provided

Special sight-saving classes in the public schools of Chicago, Joliet, Rockford and Rock Island, Ill., will be opened this Fall, according to recent announcement made by the Illinois Society for the Prevention of Blindness.

The classes have been made possible through enactment of the Illinois legislature providing instruction in this field in every part of the state where needed.

In an effort to carry out the statewide program planned, the Illinois Society for the Prevention of Blindness has issued an appeal to 1,000 prominent men asking for contributions for a reserve fund of \$50,000.

Acquire University Buildings for Junior College

Acquisition of a portion of the present site and buildings of the University of California, Los Angeles, for use as the city's junior college, has been voted by the Los Angeles Board of Education.

The site will be available next Fall when the entire plant of the university has been transferred to its new campus at Westwood.

Illinois School Holds Honor Day Program

The Lewistown High School, Fulton County, Ill., held its first annual honor day program shortly before the end of the term when pupils who were particularly active and successful in their studies and athletics were accorded special honors, states the *Illinois Teacher*.

Three forms of honors are recognized by the school. The scholarship letter award is given to pupils winning places on the honor roll five times during the school year with an average grade of ninety. The Harold Osburn cup award is presented to the winner of an athletic letter with the highest scholastic average for the school year, and the National Athletic Scholarship Society awards go to those earning athletic letters and whose average in school work is equal to or higher than the general average of the school, and who have exemplified the highest type of citizenship and sportsmanship.

Pennsylvania Educational Appropriations Show Big Increase

Expenditure of \$94,000,000 during the next two years, an increase of \$19,500,000 over the state aid appropriations for 1927-29, is involved in appropriations for education by the state of Pennsylvania, an article in *School and Society* shows.

State teachers' colleges will receive \$6,000,000 as compared to their appropriation of \$3,000,000 for the last

biennium. Nearly \$3,000,000 has been added to the appropriations for universities and colleges, the bulk of which will benefit the Pennsylvania State College. School districts will be reimbursed to the amount of \$52,000,000 for common-school expenditures, an increase of \$4,500,000. A state education building also is to be erected at Harrisburg at a cost of \$4,500,000.

Administration Building Authorized for Polytechnic Institute

A new administration building at Auburn, Ala., to be designated as the Bibb Graves Administration Building, has been authorized by the board of trustees of the Alabama Polytechnic Institute, Montgomery, Ala., it is announced. Work will start immediately on the new building, which will cost \$250,000.

In addition to the Bibb Graves building, a dormitory for young women at the college has been authorized to cost between \$80,000 and \$100,000.

Mount St. Mary's College Begins New Building Group

Ground was broken June 16 for the buildings of Mount St. Mary's College on the new thirty-acre site at Los Angeles. The tract, recently purchased by the Sisters of St. Joseph of Carondelet, lies just northwest of the new University of California buildings at Los Angeles campus.

Following the ground-breaking ceremonies in which dignitaries of the church and college participated, honorary degrees were awarded and ten students received diplomas.

Construction plans for the new college group call for at least seven buildings, costing approximately \$200,000 each.

Increase Shown in National Average of Teachers' Salary Rates

The national average of teachers' salary rates has risen more than 100 per cent since 1913 when the amount was \$512 per annum. This year the average salary scale is \$1,277, the National Home Study Council, Washington, D. C., points out.

"However, the salary rates are higher in individual state ratings," the council declares and identifies the six states credited with paying the largest salaries to their school teachers. These states, according to the council, are:

"New York, \$2,025 a year; New Jersey, \$1,930; California, \$1,905; Massachusetts, \$1,618; Arizona, \$1,575 and Connecticut, \$1,572."

Paradoxically, these states furnish almost 30 per cent of the national home study enrollment, which this year approximates 1,500,000 students, who will expend for such instruction approximately \$70,000,000, the council states.



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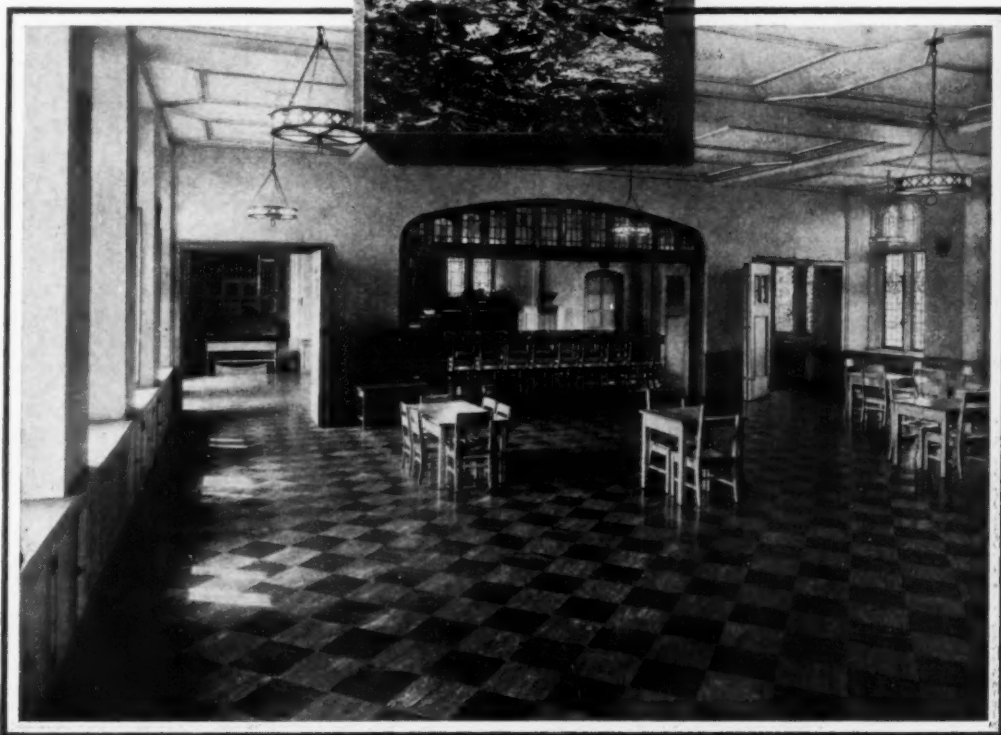
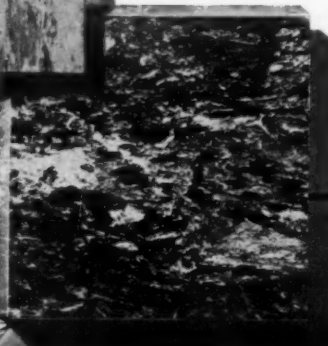
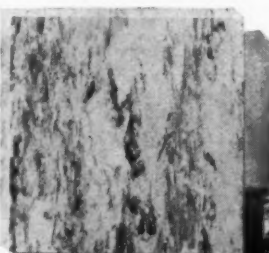
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News of the Month

Extensive Building Program Under Way at Hunter College

An extensive building program which will not be completed for five or six years has been undertaken at Hunter College, New York. The first of the fourteen buildings planned is now under way on the Jerome Park Reservoir site in the Bronx and will be completed by the Fall of 1930. It will cost about \$1,000,000 and will house 1,500 students. It will be used exclusively for purposes of instruction.

By the time this building is opened, three other structures will have been completed—a second instructional building, a gymnasium and a social center.

The new building program will consolidate the activities of Hunter College, now scattered in thirty different centers.

Pacific Coast Military Academy Moving to New Site

Construction work on the new buildings for the Hill Military Academy, Portland, Ore., is expected to be under way soon.

Four buildings will be erected this year at a cost of \$280,000 and eventually other buildings costing \$350,000 also will be constructed.

The school, known throughout the Northwest, is abandoning its old site. The new buildings will be surrounded by a campus of 150 acres.

Pennsylvania Debate Team Wins Championship Seven Times

The Dunbar Township High School, Leisenring, Pa., enjoys the distinction of having won the debating championship of Fayette County for seven consecutive years, 1922-29, the *Pennsylvania School Journal* states. Elton H. Hickman has coached the debate teams during the seven years.

During that period Dunbar teams experienced forty-six victories and thirteen defeats.

Increased Recognition Accorded Organized Summer Camps

Increased recognition is being given in education to the organized summer camp, as a result of its large contribution in providing opportunities for a healthy and happy childhood for the boys and girls of the nation, according to a statement just made public by the United States Bureau of Education.

"In the natural and informal atmosphere of camp life," the bureau says, "the child learns many lessons in social cooperation that cannot be taught in the school room."

According to a bulletin on physical education just issued, the organized summer camp had its beginning about fifty years ago. In 1880 Ernest Balch established a camp for boys on Lake Asquam, N. H. Shortly afterward other camps were established and the movement began to grow rapidly.

The health, educational and recreational values of summer camps for boys had become so well recognized by 1900 that a similar movement for camps for girls was launched at that time.

From its earliest beginnings the summer camp proved an excellent means not only of furnishing interesting and wholesome recreation, but also for providing educational work during the vacation period. The success of this work is attributed largely to the fact that the method of organization or management includes a well-balanced program of work and play. Each camper must assume some responsibility and contribute something toward maintaining the camp.

The summer camp deserves a prominent place in education because of the large contribution it is making in providing opportunities for a healthy and happy childhood for the boys and girls of our country. Every effort should be made, the bureau believes, to encourage the establishment of camps, until all children in this country will have opportunities to enjoy camping as a part of their education.

Demonstration in Etiquette Given by High-School Pupils

As a demonstration in etiquette, pupils in the vocational homemaking department of the high school at Watertown, Pa., recently presented a scene before the entire school portraying three couples entering a restaurant, ordering and eating a three-course meal, and departing. The food served was prepared on the stage by means of electric stoves.

An explanation of the purpose and plan of the demonstration preceded the play.

Foundation Provides for Exchange Fellowships

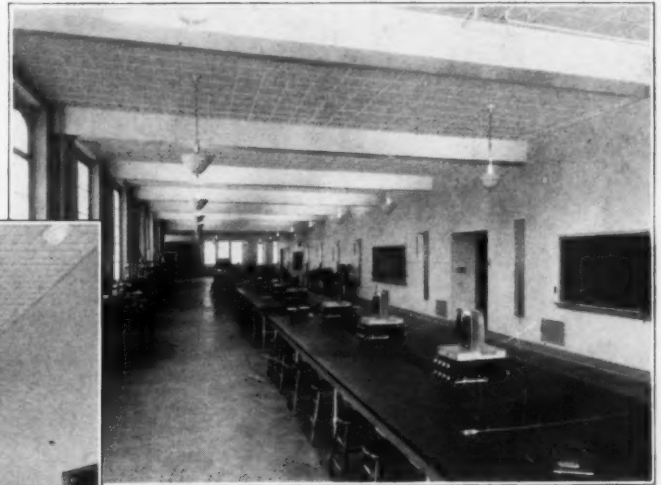
A system of exchange fellowships between the United States and the Latin-American countries will be established by means of a gift of \$1,000,000 presented to the John Simon Guggenheim Memorial Foundation by former Senator and Mrs. Simon Guggenheim.

The gift is made through the Guggenheim Foundation, set up in 1925 to provide fellowships between the United States and foreign countries. The foundation has a capital fund of \$3,500,000, exclusive of the new gift. The existing fellowships are available for Latin-America as well as for other foreign countries but it was felt, according to an article appearing in *School and Society*, that the potential value of closer intellectual relations with the nations to the south made it advisable to create a separate department for them.



A Class Room (Type C Acousti-Celotex)

In the Physics Building Acousti-Celotex absorbs distracting sounds—aids concentration



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THE study of sound and its properties is of major importance in the Physics Department of the University of Washington.

Here they know how disturbing noises can dull the keen edge of concentration—handicap the high standard of work in lecture halls, class rooms and laboratories.

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News of the Month

Educational Program for Future Outlined by Commissioner

An educational program that will not only meet modern conditions but will prepare for the future as well, was outlined by William John Cooper, United States commissioner of education, in an address on "Education for a New America," presented at the annual convention of the National Education Association at Atlanta, Ga., June 28-July 4.

Mr. Cooper referred to the present age as one marked by rapid change and great speed, with a trend toward speed frenzy, taking advantage of power driven machinery in production, standardizing its products to a degree never before known and measuring its results in dollars and cents. He also outlined the effects such trends must have on the schools of the future.

Four procedures as a method of approach for the educational program were advocated by Mr. Cooper as follows:

Study Best Features of To-Day

First, to study the satisfactory features of present day schools from kindergartens through colleges, to extend and improve, if possible, the best we now do; second, to discover the weak spots in our present system and remedy them; third, to study objectively the experiments now in progress—such as the "House Plan" of Harvard, the segregated freshmen of Yale, the year abroad of Smith, the Experimental College of Wisconsin, the Antioch plan, and others, in order to learn their merits and demerits. He urged a similar study of experiments in secondary and elementary education and called attention to the nationwide study of secondary schools about to be undertaken by the United States Bureau of Education.

Doctor Cooper's fourth proposal was that such studies as represented in "Middletown" by the Lynds, be extended with a view to ascertaining the deficiencies in American life and attempting to remedy some of them by programs of education.

In line with limited data available, the commissioner ventured to predict the following lines of development of the education system of the new America:

First, the extension of scientific methods of objective study and tested thought to all fields of life—social, economic and political—as well as the material in which they have made so much progress in the past generation or two.

Second, that the materials of the natural sciences be used to develop a new method of thinking that will displace the dogmatic type now common even among scientists themselves.

"We must avoid the longing to settle things with finality," said Mr. Cooper.

Third, a knowledge on the part of all the people as to who the recognized leaders in each field are and why they are leaders, that we may cease to give heed to a politician discussing biology or a manufacturer asserting his views on medicine.

Fourth, a stronger emphasis on real social science designed to enable people to cooperate better for the common good.

"This involves also a change in methods of teaching so that pupils will be engaged in a cooperative enterprise in their class work," he said.

Fifth, the need for a system of values as effective in all realms of life as the dollar is an effective measuring stick in the world of material things.

Sixth, a plea for individuality in a world that the machine standardization threatens to make as formal as the medieval world or the civilization of the Orient.

The commissioner closed by inviting disagreement with his views. He expressed the hope that energy so released would produce "light" rather than mere "heat."

Brooklyn School Center Will Be Miniature City

Awards totaling \$1,216,330 handed down recently by the New York State Supreme Court marked preliminary steps in the purchase of a site for the construction of a school center that will be a miniature city within Brooklyn, N. Y.

On this site, nearly a block in area, will be constructed the new Maxwell Training School, a new public school, No. 241, and a vocational school. Thus will be brought together schools of virtually every nature that now make up the city's educational system.

Near by are the Girls' Commercial High School, the Brooklyn Botanic Garden, the Brooklyn Museum and the Catholic Girls' High School and plans are under way for construction of the new Brooklyn City College Center and the new Hunter College buildings on the Reservoir site near by.

When completed these proposed institutions will take a pupil from the kindergarten grades through the grammar and secondary schools and the college itself.

Model Nursery School Will Be Established in Cleveland

A model nursery school of twenty-five children, aged from twenty months to three and a half years, will be established by the school of education of Western Reserve University, Cleveland, in September, it is announced in *School and Society*. May Hill, associate professor of education and educational director, has been appointed director of the new school.

Cooperating in the establishment and operation of the new school will be the school of education, the school of nursing and the department of household administration of the college for women, the graduate school, the school of medicine of Western Reserve University and the Brush Foundation.

The three chief objects of the school are listed as follows: (1) to furnish an environment that will foster the all-round development of the child from two to four years old, (2) parental education, and (3) the gradual accumulation and analysis of records of child behavior and child development, especially in those phases of child life about which there is now little objective evidence.

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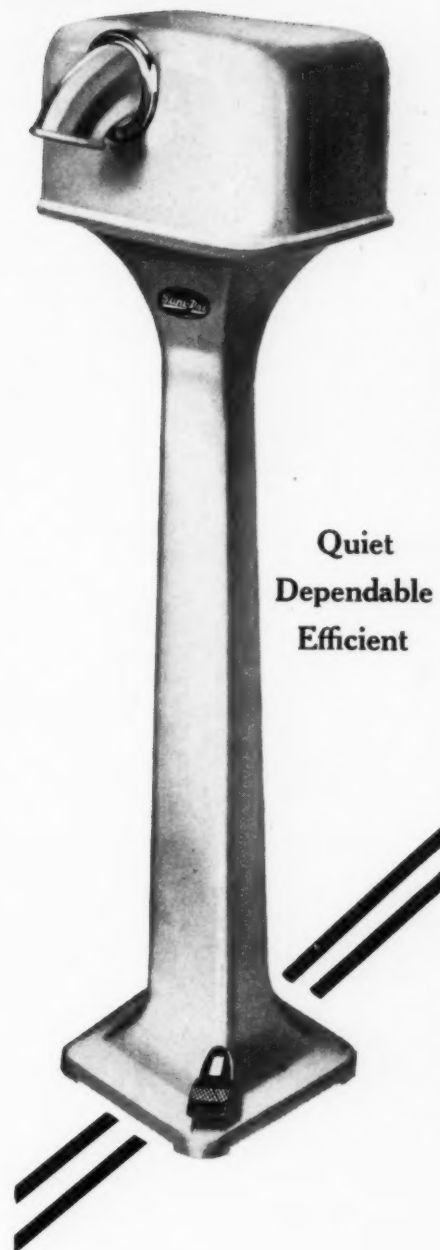
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News of the Month

Coming Meetings

Arizona State Educational Association.

President, D. M. Hibner.
Secretary, W. T. Machan, principal, Creighton School, Phoenix.
Delegate meeting, December 26-27.

Arkansas Education Association.

President, J. W. Ramsey, superintendent of schools, Fort Smith.
Executive secretary, H. L. Lambert, 220 Glover Building, Little Rock.
Annual meeting, Little Rock, November 14-16.

California Teachers Association.

President, J. M. Gwinn, superintendent city schools, San Francisco.
Secretary, Roy W. Cloud, 508 Sheldon Building, 461 Market Street, San Francisco.

No general meeting. Bay section, Oakland, December 16-20; central section, Fresno, November 25-27; central coast section, Monterey, December 16-20; northern section, Sacramento, October 14-18; north coast section, Eureka, October 7-9; southern section, Los Angeles, December 16-20.

Florida Education Association.

President, J. W. Norman, University of Florida, Gainesville.
Secretary, R. J. Longstreet, Daytona Beach.
Annual meeting, Pensacola, November 29-30.

Illinois State Teachers Association.

President, George D. Wham, Carbondale.
Secretary, Robert C. Poore, Carlinville.
Annual meeting, Springfield, December 26-28.

Indiana State Teachers' Association.

President, Ralph N. Tirey, Bloomington.
Secretary, Charles O. Williams, Room 205, Hotel Lincoln, Indianapolis.
Annual meeting, Indianapolis, October 17-19.

Kansas State Teachers Association.

President, L. W. Brooks, Wichita High School, Wichita.
Secretary, F. L. Pinet, 315 West 10th Street, Topeka.
Annual meetings, Kansas City, Topeka, Salina, Wichita, Dodge City and Independence, October 31, November 1-2.

Louisiana Teachers Association.

President, Amy H. Hinrichs, 7336 Irma Street, New Orleans.
Secretary, P. H. Griffith, Box 541, Baton Rouge.
Annual meeting, Alexandria, November 21-23.

Maine Teachers Association.

President, Thomas P. Packard, superintendent of schools, Houlton.
Secretary, Adelbert W. Gordon, State House, Augusta.
Annual meeting, Portland, October 24-25.

Maryland State Teachers Association.

President, Charles W. Sylvester, City Department of Education, Administration Building, Baltimore.
Secretary, Walter H. Davis, principal, high school, Havre de Grace.

Annual meeting, Baltimore, November 29-30.

Minnesota Education Association.

President, George H. Sandberg, superintendent of schools, Rochester.
Secretary, C. G. Schulz, 162 West College Avenue, St. Paul.

No annual meeting in 1929.

Division meetings: St. Cloud, Thief River Falls, Moorhead, Virginia, Oct. 17-19; Mankato, Winona, St. Paul, Oct. 24-26.

Missouri State Teachers Association.

President, M. G. Neale, dean, school of education, University of Missouri, Columbia.
Secretary, E. M. Carter, Missouri State Teachers Association, Columbia.
Annual meeting, St. Louis, November 13-16.

Montana Education Association.

President, Owen D. Speer, superintendent of schools, Deer Lodge.
Secretary, R. J. Cunningham, Box 217, Helena.
Annual conventions: Bozeman, Great Falls and Miles City.

Delegate assembly, place not determined, December 27-28.

Nebraska State Teachers Association.

President, J. A. Doremus, Aurora.
Secretary, Everett M. Hosman, 511 Richards Block, 11th and O Streets, Lincoln.
Annual meeting, Omaha, Lincoln, Norfolk, Alliance, Holdrege, Kearney, October 30-31 and November 1-2.

New Hampshire State Teachers Association.

President, Dana S. Jordan, Lisbon.
Executive secretary, John W. Condon, Derry.
Annual meeting, Littleton, October 4-5.

New Jersey State Teachers Association.

President, Raymond B. Gurley, Cleveland Junior High School, Newark.
Secretary, Charles B. Dyke, Short Hills.
Annual meeting, Atlantic City, November 9-12.

New Mexico Educational Association.

President, J. F. Zimmerman, Albuquerque.
Secretary, John Milne, Albuquerque.
Annual meeting, Albuquerque, November 1-2.

New York State Teachers Association.

President, G. Carl Alverson, superintendent of schools, Syracuse.
Executive secretary, Harlan H. Horner, Box 20, Capitol Station, Albany.

Annual meeting, Syracuse, November 25-26.

District meetings: Northern district, Potsdam, October 10-11; central district, Syracuse, October 24-25; eastern district, Albany, October 24-25; southeastern district, New York City, October 24-25; southern district, Binghamton, November 1-2; central western district, Rochester, November 1-2; western district, Buffalo, November 8-9.

North Dakota Education Association.

President, Huldah L. Winsted, Minot.
Secretary, M. E. McCurdy, 11 Magill Block, Fargo.
Annual meeting, Minot, November.

Oregon State Teachers Association.

President, Julia A. Spooner, Holladay Demonstration School, Portland.
Secretary-treasurer, E. F. Carleton, 301 Behnke-Walker Building, 11th and Salmon Streets, Portland.
Annual meeting, Portland, December 26-28.

Pennsylvania State Education Association.

President, C. R. Foster, State Teachers College, Indiana.
Secretary, J. Herbert Kelley, 400 North Third Street, Harrisburg.
Annual meeting, New Castle, December 26-27.

Rhode Island Institute of Instruction.

President, Mrs. Pearl M. T. Remington, 212 Waterman Avenue, East Providence.
Secretary, Clarence W. Bosworth, principal, Cranston High School, Auburn.
Annual meeting, Providence, October 24-26.

Texas State Teachers Association.

President, Rush M. Caldwell, 2527 Ross Avenue, Dallas.
Secretary, R. T. Ellis, 708 Neil P. Anderson Building, Fort Worth.
Annual meeting, Dallas, November 28-30.

Utah Education Association.

President, Arch M. Thurman, 1042 Ramona Avenue, Salt Lake City.
Secretary, D. W. Parratt, 330 East 21st South, Salt Lake City.
Annual meeting, Salt Lake City, October 17-19.

Vermont State Teachers Association.

President, Clayton L. Erwin, deputy commissioner of education, Montpelier.
Secretary, Marion C. Parkhurst, 323 Pearl Street, Burlington.
Annual meeting, Burlington, October 10-12.

Virginia Education Association.

President, R. W. House, principal of schools, Prospect.
Secretary, Cornelius J. Heatwole, Room 1, State Capitol, Richmond.

Annual meeting, Richmond, November 27-30.

Washington Education Association.

President, C. Paine Shangle, superintendent of schools, Sedro-Woolley.
Secretary, Arthur L. Marsh, 707 Lowman Building, Seattle.

Annual meeting, Seattle, October 24-25.

Representative assembly, October 26.

West Virginia State Education Association.

President, J. F. Marsh, state department of education, Charleston.
Secretary, J. H. Hickman, rooms 403-405, Capital City Bank Building, Charleston.

Annual meeting, Huntington, October 31, November 1-2.

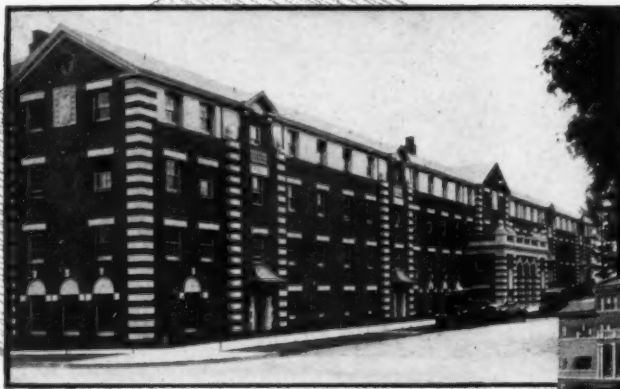
Wisconsin Teachers Association.

President, Merle C. Palmer, Columbus.
Secretary, B. E. McCormick, 716 Beaver Building, Madison.

Annual meeting, Milwaukee, November 7-9.

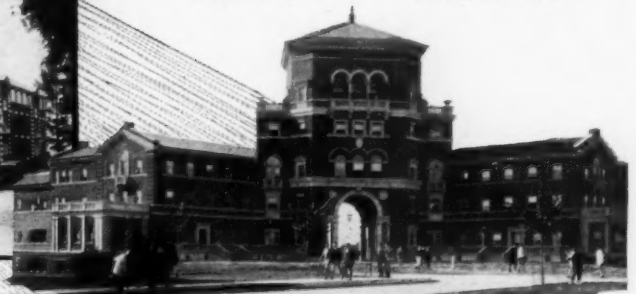
Wyoming State Teachers Association.

President, L. C. Tidball, Cheyenne.
Secretary, B. H. McIntosh, principal, high school, Cheyenne.
Annual meeting, Thermopolis, October 9-11.



Left—3,500 square yards of Armstrong's Taupe Jaspé have been installed in this Men's Dormitory at the University of Oregon, Eugene; Lawrence & Holford, architects.

Below—5,100 square yards of Taupe Jaspé, Light Brown Jaspé, and Plain Black in this Men's Dormitory, Oregon State College, Corvallis; Benne & Herzog, architects.

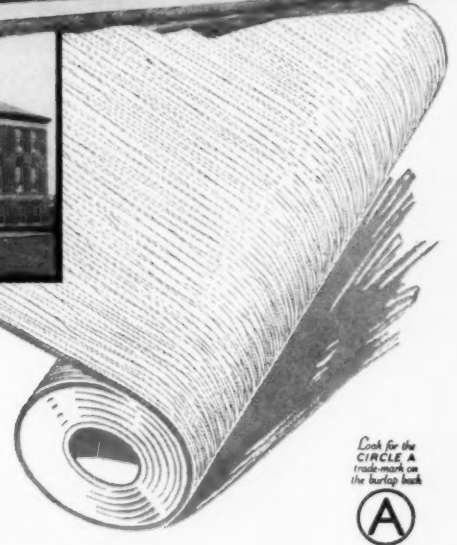


Right—2,200 square yards of Jaspé—Taupe, Dark Gray, and Dark Brown—in this Administration Building, Linfield College, McMinnville; A. E. Doyle Associates, architects.



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In the Educational Field

FRANK A. DOUGLAS, for thirty-two years superintendent of public schools, Winthrop, Mass., died in Cleveland, April 25. MR. DOUGLAS was one of the oldest superintendents in the matter of continuous service in any one community in Massachusetts.

DR. RANDALL J. CONDON, superintendent of the Cincinnati schools since 1913, has announced his retirement, effective August 31. EDWARD D. ROBERTS, who has been associated with DOCTOR CONDON throughout his service in Cincinnati, has been elected to the superintendency.

B. J. BROPHY, superintendent of schools, Gas City, Ind., has resigned to continue his graduate studies at the University of Michigan, Ann Arbor. A. J. REIFEL, Brookville, Ind., has been elected to succeed MR. BROPHY, who held the superintendency for five years.

CHARLES L. BELLES, superintendent of schools, Fountain County, Ind., has announced that he will resign to accept the principalship of the Brownsburg schools, Hendricks County.

HARVEY ARTHUR SMITH, former superintendent of schools, Millville, N. J., has been appointed principal of the Central High School, Washington, D. C., to succeed the late ALVIN W. MILLER.

A. F. ROBERTSON, superintendent of schools, Albemarle County, Md., for the past two years, has been appointed superintendent of the Clarke County schools, Md.

F. R. CALDWELL, principal, West Newton, Marion County, Ind., has been elected superintendent of the Paoli schools.

JOHN C. WEST, superintendent of schools, Bemidji, Minn., for the past eight years, has accepted the superintendency of schools at Grand Forks, N. D.

R. W. KRAUSHAAR, superintendent of schools, Mobridge, S. D., has been appointed inspector of high schools in South Dakota.

ROBERT B. FRENCH, principal of the high school, Hamtramck, Mich., has been elected superintendent of the Berkley-Huntington Woods district, Mich.

CHARLES W. SILVERS, superintendent of schools, Winamac, Ind., resigned recently. EARL D. ROUDEBUSH has been chosen as his successor.

T. C. KNAPP, superintendent of Schools, Dorset, Ohio, has been appointed assistant county superintendent of Ashtabula County.

CHARLES L. ZUCK, principal of schools, Moral Township, Shelby County, Ind., has been elected superintendent at Brookville, Ind.

JOHN S. WILLIAMS has resigned as superintendent of schools, Franklin, Ind., and will be succeeded by ARTHUR CAMPBELL.

HERBERT DAVID WELTE, Iowa City, Iowa, has been appointed principal of the New Britain State Normal School, Waterbury, Conn., succeeding MARCUS WHITE, who has retired after thirty-five years of service.

COL. M. D. HALL, division superintendent of schools, Fairfax County, Va., for forty-three years, retired at the close of the school year in June.

FRED J. BOHLMANN, superintendent of schools, Peekskill, N. Y., for fifteen years, died early in June at the age of fifty-four years. Shortly before his death MR. BOHLMANN had to resign his position because of ill health.

C. B. LUND, superintendent of schools, Douglas County, Minn., the past three years, has resigned to accept a position as instructor at the St. Cloud Teachers College.

IRL ROPER, for five years superintendent of the Albion High School, Burley, Idaho, has resigned to accept the superintendency of the Roberts, Idaho, schools. JOHN H. SYMONDS, now teaching at Laclede, Idaho, will succeed MR. ROPER at Albion High School.

J. H. GROVE, superintendent of public schools, Wyandot County, Ohio, has been chosen as head of the Knox County schools to succeed J. C. MARRIOTT.

CLARENCE AUDREY MCCANLESS, for the last six years county superintendent of education, Unicoi County, Tenn., has been elected superintendent of the Grace High and Elementary School, Asheville, N. C.

FRED L. TEAL, superintendent of schools of the Wheeling, W. Va., Independent district for the past two years, has been elected superintendent of schools at Charleston. MR. TEAL succeeds S. E. WEBER, who resigned to accept an appointment as associate superintendent of schools at Pittsburgh.

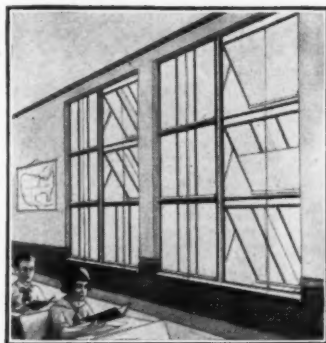
J. P. MCHENRY, member of the high-school faculty, Wheeling, W. Va., has been elected superintendent of the Richland District schools, succeeding HARRY A. SMITH, resigned.

J. H. THOMASON, superintendent of schools, Simla, Idaho, for the past four years, has been chosen to head the schools at Holly, Idaho. He will succeed J. A. OWENSBY, resigned.

ELBERT GRANT SOPER, district superintendent of schools, third district of Ontario County, New York, died suddenly, April 2. MR. SOPER had been engaged in the teaching profession for thirty-five years and had been superintendent the past seventeen years.

HARRY B. FINE, for several years connected with the staff of the Princeton Preparatory School, has been elected head master of the school, succeeding his father, DR. JOHN BURCHARD FINE. DOCTOR FINE, head master for forty years, has been in poor health for a number of years. He will continue to serve the school in an advisory capacity.

DR. WILLIAM M. DAVIDSON, superintendent of public schools, Pittsburgh, Pa., has been granted three months' leave of absence by the board of education and has gone abroad to study European school systems.



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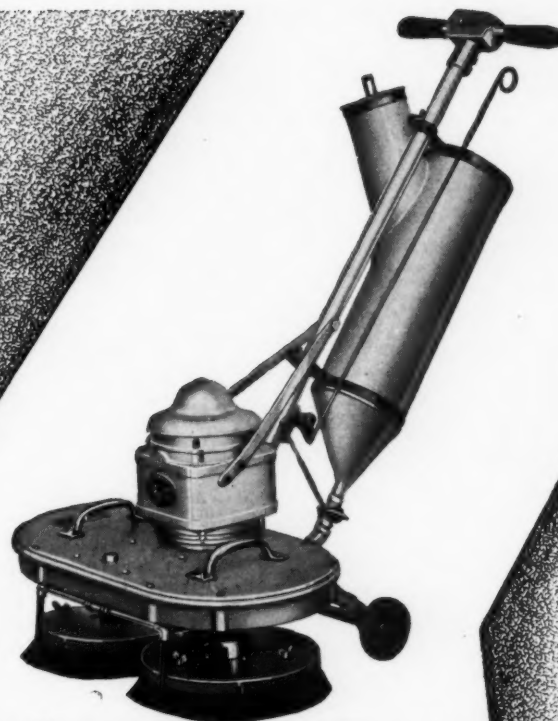
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In the Educational Field

H. H. SAMPSON, superintendent of schools, Bridgeport, Tex., for nine years, has resigned to accept the superintendency of schools at San Loba. MRS. SAMPSON, who has been principal of the high school at Bridgeport, will go to San Loba as principal.

O. L. KRASSETT, superintendent of schools, Glenwood City, Wis., has accepted a position in the extension division of the University of Wisconsin.

REX GAY, coach in the high school at Pawnee City, Neb., has been elected superintendent at Bassett, Neb.

RANDALL J. CONDON, superintendent of schools, Cincinnati, Ohio, has resigned. He will be succeeded by EDWARD C. ROBERTS, assistant superintendent.

BYRON W. HARTLEY, superintendent of schools, Louisville, Ky., has been chosen superintendent of schools at San Antonio, Tex. He will be succeeded in Louisville by LESLIE R. GREGORY, assistant superintendent.

W. H. PILLSBURY, superintendent of schools, Pelham Manor, N. Y., has been elected superintendent of schools at Schenectady. He succeeds A. J. STODDARD, who has been appointed superintendent at Providence, R. I.

PAUL D. HENDERSON, superintendent of schools, Tehama, Calif., for the last five years, has resigned, effective August 1, in order to return to his former position as principal of the Los Molinos grammar school.

FOREST V. ROUTT, superintendent of schools, Alhambra, Calif., has been reappointed for another four-year term. MR. ROUTT has been connected with the Alhambra schools for twenty-three years.

JOHN G. HULTON, principal of the high school, Latrobe, Pa., the past seven years, has been elected superintendent of schools at Latrobe.

COL. JOHN D. BILLINGS, Cambridge, Mass., who has been principal of the same school for fifty-six years, has been elected an honorary member of the Massachusetts Schoolmasters Club, of which he has been an active member for forty-two years.

CLARENCE E. ALLEN, recently senior master of the Country Day School for Boys, Newton, Mass., has been appointed head master at the Rivers School, Brookline, Mass., to succeed ROBERT W. RIVERS, who has been granted a leave of absence because of illness.

WILLIAM A. BUELL has resigned from the head mastership of Indian River School, New Smyrna, Fla., to return to St. George's School, Middletown, R. I., where he was head master at the time the school was established in 1925.

HAROLD C. WASHBURN, teacher for thirteen years at Annapolis, and head master at the Cincinnati Country Day School since 1926, has been appointed assistant to the director-general of Brooks-Bright Foundation.

OSCAR FRED SHEPARD, teacher of mathematics at Milton Academy, Milton, Mass., and in charge of educational measurements, has resigned to become head master of Punahou School, Honolulu.

ROBERT JULIAN, superintendent of schools, Chinook, Mont., has resigned. He will be succeeded by F. J. BIRNEY, Pullman, Wash.

GALE SMITH, principal, Center Township schools, Fowler, Ind., has been elected superintendent of schools at Rensselaer, Ind.

V. H. SORENSON, superintendent of schools, Rio, Wis., has been elected superintendent of schools at Williams Bay, Wis. ANDREW FADNESS will succeed him at Rio.

M. J. SCHMITT, superintendent of schools, Crown Point, Ind., has resigned. F. L. BUSENBURG has been chosen to succeed him.

JOHN R. PATTERSON has been elected superintendent of schools at Roselle, N. J.

GUY H. JAGGARD, superintendent of schools, Concordia, Kan., has resigned. His place will be filled by E. B. ALLBAUGH, former principal of the Clay County High School.

RHODEN EDDY of the Oakdale School, Dedham, Mass., has been chosen superintendent of the union school district comprising Hinsdale, Windsor, Washington and Peru, Mass. He succeeds GEORGE L. SPAULDING.

FREDERICK W. KINGMAN, superintendent of schools, Natick, Mass., for the past seven years, has announced his resignation. MR. KINGMAN plans to retire from school work, in which he has been engaged for thirty-five years.

CHESTER R. STACY, superintendent of the public schools of Webster and Dudley, Mass., for the past six years, and recently reelected for another three years, has resigned to become superintendent of the schools of Brewster, Dennis and Yarmouth.

GEORGE E. STONE, Nashville, Tenn., has been elected superintendent of schools at Erwin, Tenn. He succeeds CARL T. VANCE, who has been elected superintendent at Morristown.

W. H. ANGEL, superintendent of schools, Dennison, Ohio, for the past twenty years, has been reelected to serve another term of four years.

W. H. MANDREY has resigned as superintendent of schools, Farmington, Conn. He will take up a position at Yale University in the Fall.

C. E. CLAAR, superintendent of schools, Bertrand, Neb., for the past five years, died May 3.

CHARLES E. VARNEY, superintendent of schools, Rockland, Mass., for the past three years, has resigned to become superintendent of schools in Stoneham, Mass.

R. M. ROBINSON, superintendent of schools, South Beloit, Ill., has accepted the principalship of the Kewanee High School, Kewanee, Ill.

EARNEST W. ROBINSON, superintendent of schools, Fitchburg, Mass., for nearly thirteen years, has resigned.

W. R. GORE has been elected superintendent of schools, Snyder, Colo., succeeding C. A. FOSTER, who will enter the Colorado State Teachers College for his M.A. degree.

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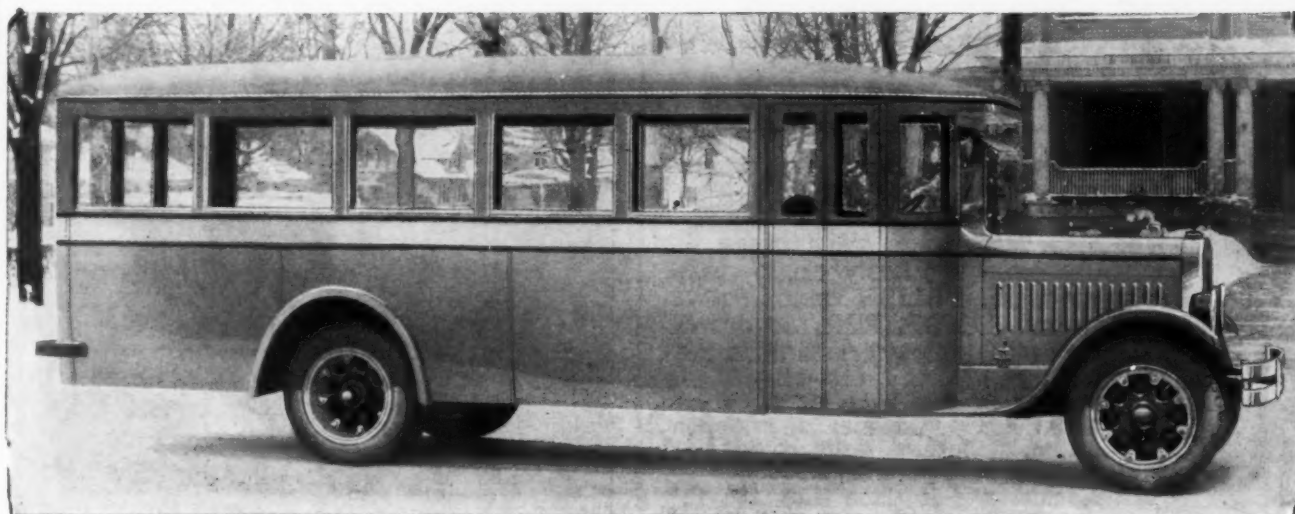
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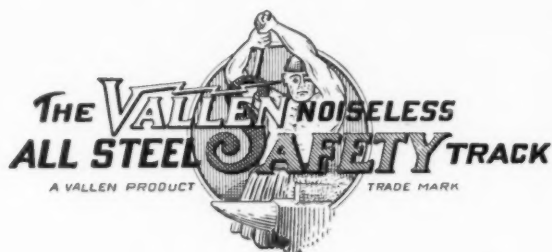




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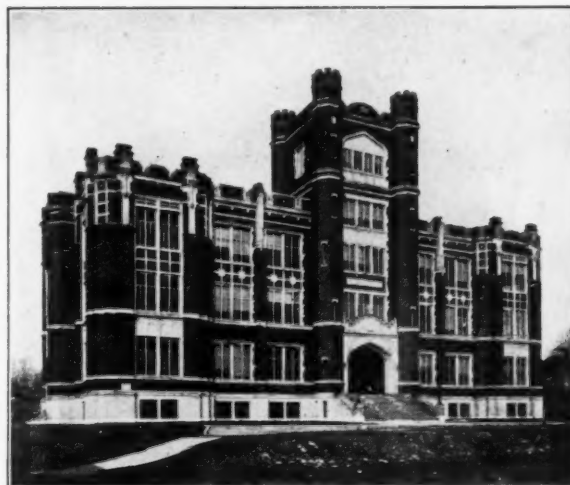
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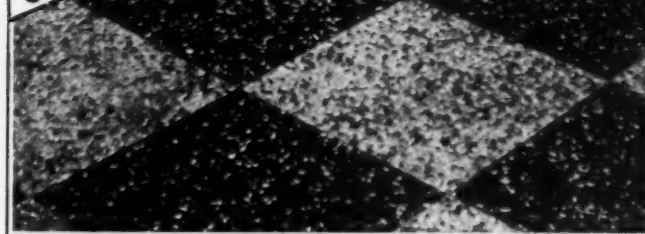
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Mercurochrome stains as Iodin does, and it is the stain of Mercurochrome, as it is of Iodin, that shows just where and how effectively the germicide has been applied; it fixes the bactericidal agent in the field for a relatively permanent period which prolongs the asepis or the sterilizing effect, and it provides for demonstrable penetration into the tissues beneath the superficial surfaces. Inasmuch as Mercurochrome is definitely proved an extremely efficient general antiseptic, it is only reasonable to consider it the successor to Iodin in this field, as it is free from the objectionable features of Iodin, for

MERCUROCHROME DOES NOT IRRITATE, BURN OR INJURE TISSUE

SELL YOURSELVES FIRST

**HYNSON, WESTCOTT
& DUNNING
BALTIMORE, MD.**

HYNSON, WESTCOTT & DUNNING,
DEPT. N, BALTIMORE, MD.

Please send me Mercurochrome Applicator Bottle for
personal use.

Name

Business Address

—LAMINATED—

that's why only Whale-Bone-ite.. can defy the Slam-Bang Public

LAMINATED construction secures for Whale-bone-ite exactly what the I-beam cross-section secures for steel girders—immense strength combined with light weight.

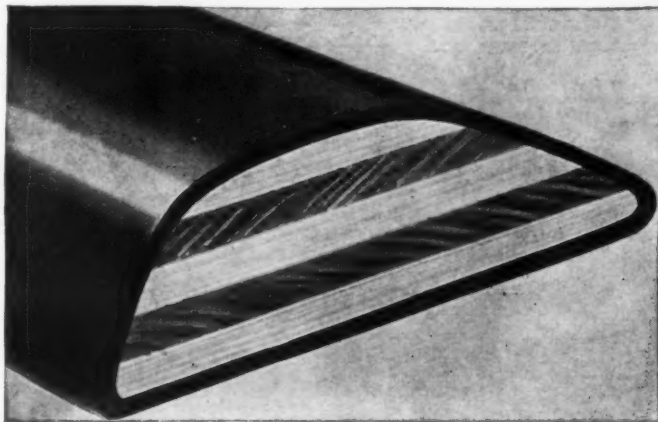
We and others have found it impossible to make a seat by any other method anywhere near as sanitary, as strong, or as light.

Fourteen years of on-the-job experience have failed to reveal a weakness. Now, more than a million Whale-bone-ite laminated seats stand the use and abuse of public toilets.

Those concerned with the design, construction and operation of buildings have found this experience safe to follow, so that today nearly all seats going into public toilets are of laminated construction.

Ends burden of replacement costs

It is a well-known fact that public toilet seats receive constant, careless slam-bang abuse from the public. But the public cannot smash Whale-bone-ite. Its unbreakable laminated construction—guaranteed for the life of the building—immediately ends all replacement expense.



NOTE the Laminated Construction—a core of alternating-grain layers of hardwood—each layer separately sealed in Whale-bone-ite and bonded to the whole by Whale-bone-ite. It is warp-proof and is guaranteed against warping, cracking, and splitting.

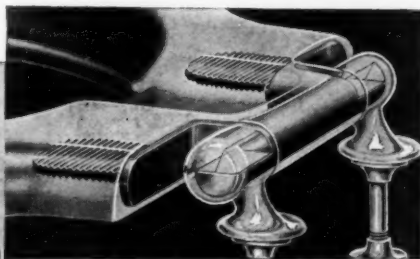
Its handsome polished Whale-bone-ite surface will last a life-time. It is easy to clean and non-inflammable.

Whale-bone-ite Seats are found quite generally in the guest bathrooms of fine hotels. Many new apartment houses are equipping all toilets with them.

Send for free cross-section

—see its strength yourself

Figures show that on the average ordinary seats have to be replaced about every three years. If you want to end this needless expense, just as it already has been ended in more than a million public toilets in modern and remodelled buildings, simply install Whale-bone-ite Seats as fast as other seats wear out. Not only will the replacement expense end, but the toilets will be cleaner as Whale-bone-ite is easier to keep clean. Without obligation send for a free Whale-bone-ite cross-section. Simply address Dept. G-5, Seat Division, The Brunswick-Balke-Collender Co., 623 South Wabash Avenue, Chicago.

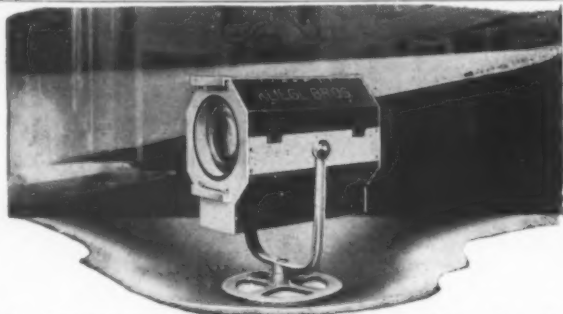


THE Whale-bone-ite steel hinge is moulded integral with the Seat forming an unbreakable unit. Covered with Whale-bone-ite, the hinge is as handsome as the Seat. It cannot tarnish. It is easy to clean.

BRUNSWICK WHALE-BONE-ITE TOILET SEATS

THE BRUNSWICK-BALKE-COLLENDER CO., Chicago

Atlanta	Chicago	Detroit	Minneapolis	Philadelphia	St. Louis
Birmingham	Cincinnati	Harrisburg	Nashville	Pittsburgh	Tampa
Boston	Cleveland	Houston	Newark	Richmond	Washington
Buffalo	Dallas	Kansas City	New Haven	San Antonio	Montreal
Charlotte	Denver	Los Angeles	New Orleans	San Francisco	Ottawa
Chattanooga	Des Moines	Memphis	New York	Seattle	Toronto
	Sidney, Australia		Havana		Buenos Aires



A COMPLETE line of lighting specialties for the stage, campus, and stadium can be furnished by Kliegl—footlights, spotlights, scenic effects, etc. for school theatricals . . . and floodlighting units for night illumination of athletic events and other outdoor school activities. To insure satisfactory lighting arrangements, Architects and School Boards are invited to submit their plans and specifications to our engineers for checking. Write for descriptive literature and Catalogue of Kliegl Lighting Specialties, which include:

Footlights	Panel Pockets	Spotlights	Color Frames
Borderlights	Stage-floor Pockets	Floodlights	Gelatine Mediums
Exit Signs	Plugging Boxes	Stereopticons	Color Globes & Caps
Dimmers	Connectors	Scenopticons	Lamp Colorings
Panel Boards	Stage Cable	Scenic Effects	Sundry Supplies
Wall Pockets	Terminal Lugs	Color Wheels	Outdoor Floodlights

For Descriptive Literature Write

KLIEGL BROS

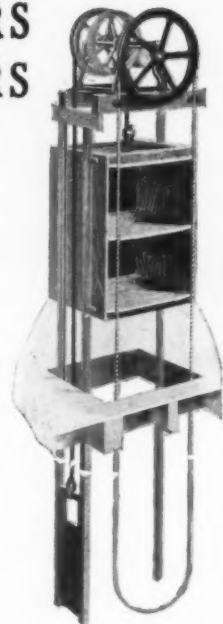
UNIVERSAL ELECTRIC STAGE LIGHTING CO., INC.
(ESTABLISHED 1896)

**THEATRICAL • DECORATIVE • SPECTACULAR
LIGHTING**

321 WEST 50th STREET
NEW YORK, N.Y.

SEDGWICK DUMB WAITERS and ELEVATORS

OUR ADVISORY Department, with a broad experience of 37 years, invites inquiries from Schools and Colleges. The Type "FDCG" Geared Automatic Brake Dumb Waiter is most suitable for usual requirements. Others are shown in our New Catalog, which will be sent upon request.



Type "FDCG"

Sedgwick Machine Works
165 West 15th Street New York

Manufacturers of Ash Hoists and Freight Elevators



Sanitary and Dependable

**"EBCO" VITREOUS CHINA
WALL FOUNTAIN**

Featuring Automatic Stream Control

Schools and Colleges in all principal cities are equipped with EBCO Fountains . . . a constant supply of pure, fresh drinking water is assured. . . . Investigate the EBCO.

FOR DETAILS, WRITE TO

THE D. A. EBINGER SANITARY MFG. CO.
401 West Town St. Columbus, Ohio

Manufacturers also of Ventilated Urinals, Closets, Wash Fountains and Steel Enclosures for Toilet Rooms.

SCRUB SOAPS

THAT SAVE LABOR
AND PREVENT DAMAGE
TO COSTLY FLOORS

REX POTASH
*Liquid Scrub
Compound*

REX-PINE
Pine Cleanser

LINO-SAN
*Liquid Linseed
Soap*

WE manufacture Liquid Scrub Soaps for every type of floor—Linoleum, Cork-carpet, Mastic, Magnesite, Rubber, Paint, Tile, Marble, Terrazza or Mosaic.

Every cleanser we offer is made to serve a specific need. It will clean thoroughly and rapidly and yet have no injurious effect whatsoever on the floor itself.

Floor Manufacturers have heartily endorsed Huntington Service which helps users find the right cleanser for each type of floor. Write us.

**The HUNTINGTON
LABORATORIES, Inc**
HUNTINGTON-IND.



ALL SAFE

"the second floor pupils following out their usual drill, slid safely to the ground."



Flame, Heat, Gases, Smoke, Ice and Snow cannot deter the safe exit of children and teachers from the second or third floor of a burning schoolhouse, when a POTTER TUBULAR SLIDE is attached.

PANICS, which are more to be dreaded than fires, cannot happen, as fire drills are practiced on the Fire Escapes. There is no danger of crowding, the children becoming frightened into jumping or falling by accident, as is possible with other types.

38 states have schools now fire safe

POTTER MFG. CORP.

1861 Conway Bldg.
CHICAGO

The only Fire Escape with Service Records approved by the Underwriters' Laboratories.

"INTER-TWILL" Window Shades for SCHOOLS

Fulfill all requirements

Specify—"INTER-TWILL" because . . . there are more years of service in these window shades. It is a TWILL woven fabric of exceptional strength. "Inter-twill" shades are washable.

If total exclusion of light is desired, specify Interstate "NOLITE" Shade Cloth. Shadowless and light-proof in all colors including light colors and white.

Made in the color tone of your choosing

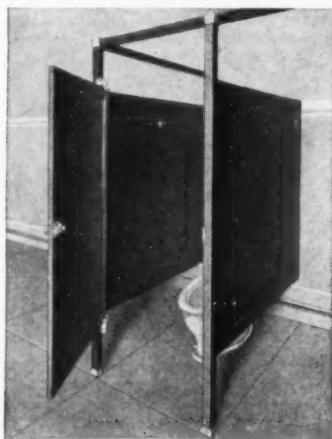
Interstate Shade Cloth Co.

HOBOKEN

NEW JERSEY

and

The Lapsley-Interstate Shade Cloth Co.,
Baltimore Maryland



Mills Metal Improved Toilet Partitions

New design, new construction. Extraordinarily strong and sturdy. Thru-bolted hardware. An outstanding product improved to make it ever more outstanding. Write for descriptive literature.

The Mills Company

A Mills Metal Partition for Every Purpose

917 Wayside Road, Cleveland, Ohio

Representatives in All Principal Cities

1906



1929

ASBESTONE Solves the Reflooring Problem

ASBESTONE Plastic Magnesia Flooring solves the problem of reflooring, economically and permanently. It may be easily laid over either old or new underfloors of wood or concrete, making a beautiful, durable surface that is fireproof, hygienic and easy to the tread.

The resilient and noiseless features of ASBESTONE also make it unsurpassed for schools, churches, hospitals and other institutions.

*May we send you samples
and descriptive literature?*

FRANKLYN R. MULLER, Inc.

Manufacturers of Asbestone and Sana-bestos Tiles

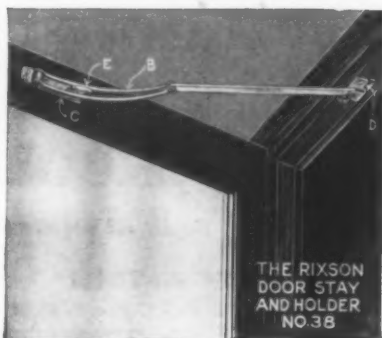
307 Madison St.

Waukegan, Illinois

Established 1906

TRAMP-TRAMP-TRAMP

While
Rixson
No. 38 & 39
Door Stay
and Holder



HOLD
THE
DOOR
for
Lines
of
Marching
Children



or ask your
architect for
details

The double usefulness of the standard door hardware is remarkably exemplified in its application on school doors. Curved spring arms flexibly absorb the shock of sudden opening—and the school child is most apt to administer such shocks. A thumb piece adjustment on No. 38 converts the door stay to a door holder, while in No. 39 this is done automatically.

Install this improvement during vacation months and you lengthen the life of school door hinges. No longer will the door be brought up sharply against an inflexible chain or stop, nor slam against stone or brick reveals. Every wide opening action is eased—and teachers are freed of the petty duty of door holding.

THE OSCAR C. RIXSON COMPANY
4450 Carroll Avenue Chicago, Ill.
New York Office: 101 Park Ave., N. Y. C.
Philadelphia Atlanta New Orleans Los Angeles Winnipeg

RIXSON
Builders' Hardware

Overhead Door Checks
Floor Checks, Single Acting
Floor Checks, Double Acting
Olive Knuckle Hinges
Friction Hinges

Casement Operators & Hinges
Concealed Transom Operators
Adjustable Ball Hinges
Butts, Pivots and Bolts
Door Stays and Holders

Piping

carrying acid
or acid waste
from the school
laboratory
may be for-
gotten after
it is installed

or it may be
remembered
because it
corrodes,
causing repairs,
insanitary
conditions and,
every so often,
complete
replacement

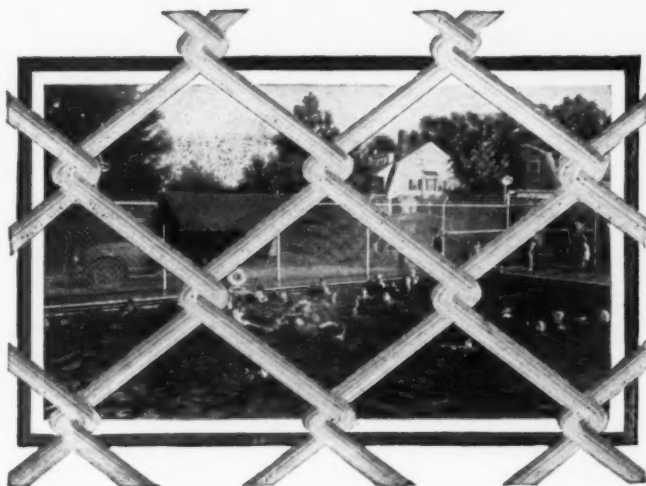
Duriron acid-
proof drain pipe
handles acid
as other pipe
does plain
water and,
once installed,
never needs
attention

new preprint
from "Sweet's"
(1930 Edition)
now ready. Sent
on request.

**The Duriron
Company,
Dayton, Ohio**

DURIRON
FOR ACID SERVICE

Stewart IRON and WIRE FENCES



Resists Rust—Wears Longer

First, the Stewart specification records the use of the new copper-alloyed steel which is in itself the most highly rust-resistant steel commercially available for fence building.

Then we have special galvanizing facilities which enable us to give you a hot-dip galvanized coating on fabric, framework and fittings, which makes the protection complete.

You won't need to paint the fence even, before 1940.

THE STEWART SCHOOL FENCE CATALOG is a reliable reference work. Ask us to send you a copy.

The Stewart Iron Works Co., Inc.
516 Stewart Block Cincinnati, O.

Representatives in All Principal Cities



G&G

G&G

180 OHIO SCHOOLS

**Use G&G Hoist Equipment
for Removing Ashes**

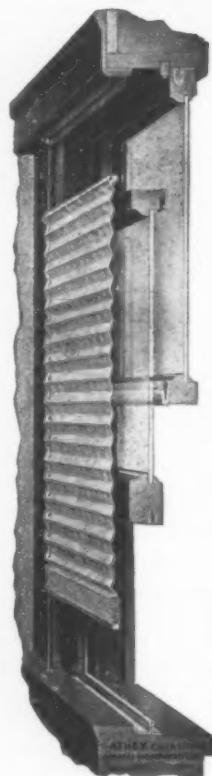
IN 44 States you will find G&G Ash Removal Equipment in use. 180 Schools in Pennsylvania are G&G equipped, 145 in New Jersey, 107 in Michigan, etc. It is *standard equipment* with Boards of Education in many large cities. Electric models use surprisingly little current. Hand-operated models for smaller schools. Safe beyond comparison. Speedy and reliable. Get all the facts.

Write for complete catalog.

GILLIS & GEOGHEGAN
523 West Broadway, New York, N. Y.

The G&G Electric Telescopic Hoist
With Automatic Stop and Gravity Lowering Device

A School Window Is a Menace or an Asset



If cold winter drafts enter, heating plants must be crowded and engineering methods of healthful ventilation are inoperative.

If unrestricted sun-light beats in or windows are completely shaded the pupils' eyes are certain to receive injury.

Athey

Cloth-Lined
Metal
Weather-strips

change any drafty steel or wooden window to be absolutely draft-tight when closed, yet raise or lower smoothly and easily.

ATHEY WINDOW SHADES

let in the light from the top of the windows without allowing the glaring sun to enter. This furnishes a mellow light to all parts of the room as they are instantly adjustable to shade any part of the window, and in summer allows fresh air from upper windows. The shades are quiet and cannot flap or become soiled or torn.

Catalogs on request.

ATHEY COMPANY

6174 West 65th St. Chicago

Representatives in All Principal Cities and in Canada



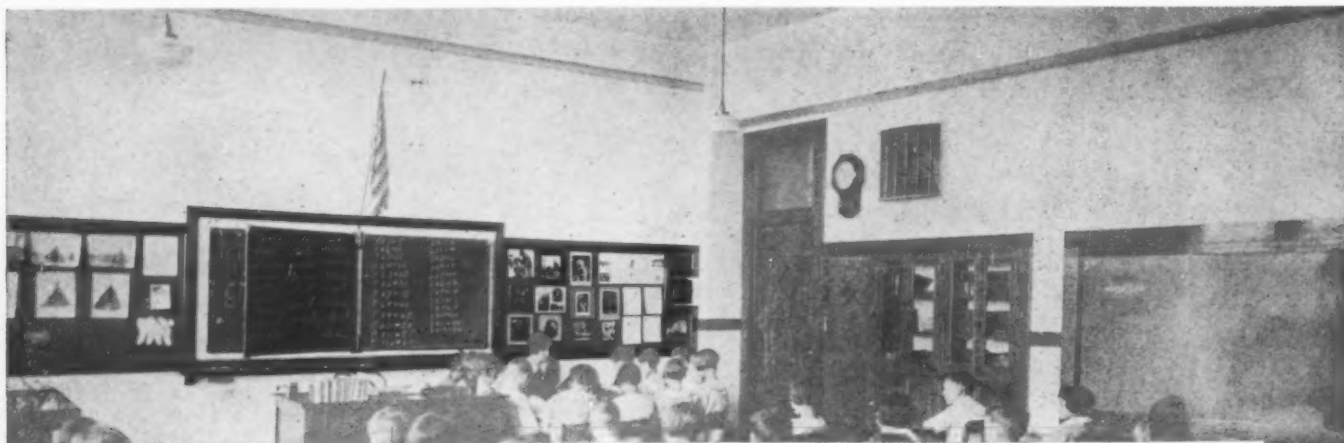
THIS Unit Movable Desk affords flexible seating arrangement for group instruction and assures efficient clearing of the classroom. Both the desk and chair are adjustable. The chair is of the swivel type and permits the pupil to face the side blackboards without turning around in an uncomfortable position. Ask your nearest H-W sales office about this and other practical school desks.

HEYWOOD-WAKEFIELD

Baltimore
Boston
Buffalo
Chicago

Denver
Detroit
Los Angeles
New York

Oklahoma City
Philadelphia
Portland
San Francisco



Modern Teaching Methods Require Modern Equipment —The Alternator Is The Ideal Teacher's Blackboard

"The first three rows may go to the board" teachers used to say, when there wasn't enough blackboard space for all the pupils. "Do Not Erase" was written over a third of the boards in the room, because the teacher wanted to save the work. And teacher had discipline troubles the minute she turned her back on the room to write the lesson on the blackboard!

That's all eliminated now when schools are equipped with the Alternator—an eight-page book of blackboards, each leaf 42 by 36 inches in size. By merely giving it a gentle push, it will move to any position and the boards will stand in place at any angle where stopped. The Alternator gives the teacher 84 square feet of blackboard space... more than the equivalent

of a board stretching entirely across the front of the ordinary school room. The Alternator can be locked... so the teacher can have lessons or examinations ready in advance and yet keep them secret. It saves the teacher's school room time, too. It makes it possible to preserve the best work of pupils for exhibition... and to preserve lessons from day to day. Yet the cost is amazingly low.

Install The Alternator in new or old buildings. There is a special type for each purpose. Send for the Catalogue A-3 which gives complete information.

K-M SUPPLY COMPANY
123 West Eighth St. Kansas City, Mo.



Years of efficient, trouble-free service in public buildings the world over have definitely established Norton as the preferred door closer for institutional use everywhere.

NORTON DOOR CLOSER COMPANY
Division of The Yale & Towne Mfg. Co.
2900 Northwestern Ave., Chicago, Ill.

NORTON

DOOR CLOSERS



In Every Issue— From Cover to Cover

The school administrator wishes to be advised on all matters that concern his profession. He places high value in his business paper, but he does not limit his perusals to the editorial text alone. In the advertising pages are pertinent facts that have vital bearing on the school plant. Here are new developments that come regularly from the great school of industry—developments that lend further effectiveness, economy and efficiency in school operation. For example, here are a few excerpts taken from advertisements in this issue of *The NATION'S SCHOOLS*. They are informative, helpful, interesting.

* * *

"Classrooms need light of a quality that aids vision—not impairs it. But, it is the general impression that the cost of proper illumination is prohibitive. Education at the cost of poor vision is much more costly."

* * *

"The Summer lay-up is here, with a year's work for the school engineer to do in a few short, hot months! One of his biggest jobs is the repainting of walls and woodwork. Yet frequently this can be postponed—those dirty finger marks and

other soiled spots are only on the surface, and can easily be removed."


* * *

"Uncomfortable positions tire pupils more than do the hours of school work. When they must turn in their seats to rest their arms while writing and to get proper light, they have no back support—they do not relax—tightened muscles soon tire. Before the last period classes arrive the pupils are restless, tired, uncomfortable and irritable. They worry the teacher and pay less attention to last hour classes."

* * *

"Did you ever look on at a floor mopping operation? After the first few strokes of the mop, the water in the pail is black—filthy, in fact. Yet the laborer continues, swishing dirtier and dirtier water onto the floor, until, when the task is done, he has simply succeeded in distributing the dirt more evenly than it was before. Such methods of floor cleaning are not worthy of a school where cleanliness in every form is of paramount importance. School floors must be immaculately, scrupulously clean."

**Only those offering approved products or services for schools are invited
to use the advertising pages of *The NATION'S SCHOOLS***



BELL & HOWELL Filmo 57E School Projector with 45-50 condenser, 250 watt, 5 ampere lamp, geared re-wind and safety shutter. Price, with case, \$205. Other models from \$190 up.

FILMO School Projector

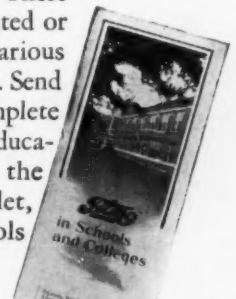
Shows a Geography Lesson they'll never forget

THE eager child-mind gets its most lasting impressions through the eye. To its natural curiosity, motion pictures form the best answer. Designed particularly for projecting educational films addressing these young minds, the Filmo 57E School Projector puts into educators' hands the finest possible instrument for visual instruction in the classroom.

The Filmo School Projector is no amateur device. Years of experimentation and study have gone into its making, rendering it as precise and scientifically correct as the equipment Bell & Howell have supplied to the professional movie industry for 22 years.

Eye-strain is positively eliminated by the special nine-to-one operating mechanism. There is no trace of flicker. The pictures it projects are clear and brilliant, and reproduce equally well in small classroom or large assembly hall. Simplicity of operation in the Filmo School Projector makes it possible to set it up, thread it, and start it running in a moment. The teacher is then free to devote full attention to explanation of the film to the class. The projector needs no further attention. It runs itself. And this is important! It may be stopped on a single picture for protracted discussion, if desired, without damage to the film.

Educational films have taken all knowledge for their field in producing instructional material for visual education. There is scarcely a subject, and scarcely an aspect of any subject, which is not treated in the hundreds of educational films available for classroom projection. These films may be rented or purchased from various sources of supply. Send the coupon for complete information on Educational Films and the instructive booklet, "Filmo in Schools and Colleges."



BELL & HOWELL

Filmo

BELL & HOWELL CO., DEPT. G, 1830 LARCHMONT AVENUE, CHICAGO, ILL.
NEW YORK · HOLLYWOOD · LONDON (B. & H. CO., LTD.) ESTABLISHED 1907

BELL & HOWELL CO.
Dept. G, 1830 Larchmont Ave., Chicago, Ill.
Please mail me your booklet "Filmo in Schools and Colleges," describing Bell & Howell equipment for school use.

Name.....Position.....

School.....

City.....State.....

MODERN WRITING



THE UNDERWOOD PORTABLE has the standard keyboard...is compact and light in weight...convenient for home or travel.

Available in attractive colors

PRICE \$60

WHEN you buy an Underwood Portable, you buy real typewriting pleasure. It is the modern way for all who would write faster...neater...better.

The Portable Typewriter is now a necessity in the modern home...used by every member of the family. Typewriting has become a habit!

In mechanical construction the Underwood Portable inherits the speed, accuracy and durability of the Underwood Standard Typewriter.

On display at Underwood Offices and Authorized Portable Dealers

UNDERWOOD

Standard and Portable Typewriters and Bookkeeping Machines

UNDERWOOD TYPEWRITER COMPANY

Division of Underwood Elliott Fisher Company

342 MADISON AVENUE, NEW YORK, N. Y.

"Underwood, Elliott-Fisher, Sundstrand—Speed the World's Business"

Can



a mop get floors clean



?

DID you ever look on at a floor mopping operation? After the first few strokes of the mop, the water in the pail is black—filthy, in fact. Yet the laborer continues, swishing dirtier and dirtier water onto the floor, until, when the task is done, he has simply succeeded in distributing the dirt more evenly than it was before.

Such methods of floor cleaning are not worthy of a school where cleanliness in every form is of paramount importance. School floors must be immaculately, scrupulously clean—a cleanliness such as the FINNELL SYSTEM achieves.

The FINNELL supplies clean water for every square inch of floor space. Out of

crevices and depressions, as well as off the surface, come dirt and accumulations that hand methods have failed to remove! Beauty, hidden under grime and grease, shines forth again!

**8 Sizes
Ranging in
Price from
\$87.50 UP**



Waxes and Polishes Also

Not only does the FINNELL scrub, but it also does an equally good job of waxing and polishing. Whether your floors are wood, linoleum, tile, rubber, composition, terrazzo, etc.—the FINNELL SYSTEM can keep them immaculate, sanitary and better preserved at less cost than out-of-date, inefficient hand methods.

A FINNELL for your needs

There are eight models—a right size FINNELL for every school. Have a FINNELL Engineer make a survey and recommend the size best suited to your needs. Write to-day, FINNELL SYSTEM, INC., 1507 East Street, Elkhart, Indiana. District offices in principal cities.

*It waxes—
It polishes*

FINNELL

*It sands—
It scrubs*

ELECTRIC FLOOR SCRUBBER-POLISHER

150 Pounds Pressure



CRANE VALVES



2500 Pounds Pressure



The Manley High School of Chicago, Ill., is Crane equipped. Architect, John C. Christensen, Chicago. Plumbing Contractor, G. A. Nilson Co., Chicago.

How are School Boards meeting the important problem of equipment?

The problem of what constitutes a good school is ever open to discussion. In a recent issue of *Nation's Schools*, G. E. Irons, Assistant Commissioner of Special Service in the Cleveland Public Schools, illuminated this question by dividing school equipment into its categories of importance. Significant it is that as second on the list he ranked those servants of well-being, plumbing and heating installations.

School Boards in every part of the coun-

try are disposing of the problems arising from the installation of this important equipment by consulting Crane technical men.

The very number of Crane school installations that are giving perfect service is convincing proof of Crane Co.'s knowledge and experience in this specialized field.

To this already long list Crane Co. is glad to add the Manley High School of Chicago, Illinois.

CRANE

GENERAL OFFICES: CRANE BUILDING, 836 S. MICHIGAN AVENUE, CHICAGO

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